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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 58 documents which cover group counseling, group dynamics, types of groups, and how they function as well as training needed for working with groups. (SD)

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# searchlight

*Relevant Resources in High Interest Areas*

## 16U UPDATE SEARCH

Compiled by Ronald R. Kopita

September, 1973

Covers group counseling, group dynamics, types of groups, and how they function as well as training needed for working with groups.
(58 document abstracts retrieved)

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## Group Guidance

# Introduction

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# ERIC Documents

**ED 065 819** CG 007 441

*MacLennan, Beryce W.*

**The Personalities of Group Leaders: Implications for Selection and Training.**

Pub Date 71

Note—29p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Group Dynamics, Group Unity, Individual Characteristics, Leader Participation, *Leadership, *Leadership Styles, *Leadership Training, *Personality, Personality Assessment, Personality Problems, Personality Studies

This paper discusses the growing recognition that the personalities and life experiences of group leaders are important factors in their effectiveness. Leaders should be warm, empathetic, responsive, understand individual and group behavior, give feedback, be trusted and accepted. Life experiences and personal development are important for the acquisition of empathy. Implications for leader selection, training, and credentialling are examined. The first implication is for professional mental health specialists and group leaders to reassess themselves and the system they sustain. The second is to seriously address what is known and what is necessary to know about the methodology of selecting group leaders in terms of their personality characteristics. The third is to consider how we develop a functional system for the continuous efficient utilization, development and advancement of group leaders in human services. (Author/BW)

**ED 067 594** CG 007 521

*Blane, Howard T.*

**A Leadership Training Program in Alcoholism: Content.**

Pub Date Feb 72

Note—13p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Alcohol Education, *Alcoholism, Classes (Groups of Students), *Group Dynamics, Group Relations, Health Education, Leadership, Leadership Qualities, *Leadership Training, Management Education, Trainees, *Training

This paper describes four elements of a leadership training program in alcoholism that distinguish it from other postgraduate programs. These four elements are: (1) clinical teams composed of and led by trainees with leadership rotating periodically among trainees; (2) weekly experience group meetings of each team to maximize understanding at affective and cognitive levels the processes affecting team functioning; (3) small group exercises which allow teams to examine the effect of structural and social definitions of the group on its function, independent of the individuals and personalities involved; and (4) the planning, development and executing of projects with an administrative or program development purpose. The author strongly urges that current short-term courses be modified, wherever possible, so as to include exposure to patients or clients, even if it means reduction in the didactic content of the seminar or institute. (Author/BW)

**ED 068 864** CG 007 569

*Boyd, E. Victor*

**Problem Solving Project, Phases I and II.**

New York State Education Dept., Albany. Bureau of Guidance.

Pub Date 72

Note—61p.

**EDRS Price MF-$0.65 HC-$3.29**

Descriptors—*Communication (Thought Transfer), Communication Skills, Counseling, *Counseling Goals, Educational Counseling, *Group Counseling, Guidance Counseling, Leaders Guides, *Leadership Training, Problem Solving, Program Descriptions, Schools, *Self Actualization, Self Concept, Student Leadership, Systems Analysis, Trainers

A project designed to put into practice elements of new and tested concepts in the behavioral sciences is described. It contains elements of humanistic education, systems analysis, group counseling, and group guidance, and principles known to improve communication between people and to lead to a better understanding of self. The suggestions within this booklet have been tried in schools in the state of New York in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. The Problem Solving Project, Phase II, is a booklet designed to outline a basic program for the leaders or facilitators of the small groups which serve as instructional tools. A self-learning program for trainers and selection procedures for student leaders and trainers are included. (Author/BW)

# Journal Articles

EJ 036 815 310 CG 502 764
**Model Reinforcement Group Counseling with Elementary School Children** Warner, Richard W., And Others, *Elementary School Guidance and Counseling*, v5 n4, pp248-255, May 71
*Elementary School Students, *Group Counseling, *Reinforcement, *Urban Environment, *Counseling Goals, Objectives, Rural Areas, Suburban Environment, Achievement, Elementary School Counseling
The results of the study indicate that model reinforcement counseling was effective in reducing the proportion of minimal goal discrepant children. The counseling helped the students set realistic goals with which they could be satisfied. The greatest amount of change took place in an inner city school. (Author)

EJ 037 570 090 CG 502 914
**Group Guidance on Sex Education** Kelly, Gary F., *Personnel and Guidance Journal*, v49 n10, pp809-814, Jun 71
*Group Guidance, *Sex Education, *Sexuality, *Slow Learners, *Individual Development, Adolescence, Changing Attitudes, Sex Differences, Self Concept
High school students participated in a group structured to emphasize the changes and problems associated with adolescence. Individuals clarified their own values, feeling, and self concepts through interaction with peers in a counseling atmosphere. (Author)

EJ 037 684 140 AC 501 132
**Developing New Horizons for Women** Osborn, Ruth Helm, *Adult Leadership*, v19 n10, pp326-328, 350-351, 360, Apr 71
*Womens Education, *Higher Education, *Adult Students, *Group Counseling, *Females, Scheduling, Part Time Students
Since 1964, The George Washington University in Washington, D. C., has conducted a program of Continuing Education for Women. More than 1,500 women completed a 15-week group guidance and counseling course in the first six years, and 300 are currently enrolled. Credit courses are provided at times and places convenient for them. (EB)

EJ 037 705 140 CG 502 854
**Some Resentments and Fears of Pre Service Teachers** Welter, Paul R., *Journal of the Student Personnel Association for Teacher Education*, v9 n3, pp81-87, Spr 71
*Group Counseling, *Student Teachers, *Teacher Education, *Teacher Educators, *Testing Programs, Failure Factors, Fear
Typescript excerpts from group counseling sessions suggest that schools of education need to pitch their teaching and testing at higher cognitive levels. Giving primary attention to the bare knowledge or memory level is not only ineffective but also an unnecessary source of resentment among students. (Author)

EJ 038 462 420 RE 502 713
**Personality and Group Encounter Style: A Multivariate Analysis of Traits and Preferences** Hall, Jay; Williams, Martha S., *Journal of Personality and Social Psychology*, v18 n2, pp163-72, May 71
*Personality Theories, *Group Behavior, *Interaction Process Analysis, *Individual Characteristics, *Models, Measurement, Decision Making, Performance Factors, Behavior Patterns, Behavioral Science Research

EJ 038 724 010 AC 501 362
**Sensitivity Training - Clarifications, Issues, Insights** Scanlan, Burt K., *Personnel Journal*, v50 n7, pp546-52, Jul 71
*Sensitivity Training, *Group Relations, *Interpersonal Competence, *Educational Strategies, *Employer Employee Relationship, Work Attitudes
"The specific purpose of this article is to provide the reader with background material which will be of help in clarifying his view of sensitivity training and also provide some insight into some of the critical issues surrounding it." (Author)

EJ 039 501 270 PS 501 095
**A Sensitivity-Training Approach to Group Therapy with Children** Pollack, Donald, *Child Welfare*, v50 n2, pp86-89, Feb 71
*Sensitivity Training, *Group Therapy, *T Groups, *Behavior Change, *Problem Children, Methodology, Aggression, Withdrawal Tendencies (Psychology), Cognitive Objectives, Disadvantaged Youth

EJ 039 998 480 SO 500 465
**The Pace of Life and Sensitivity to Time in Urban and Rural Settings: A Preliminary Study** Lowin, Aaron; And Others, *Journal of Social Psychology*, v83 n2, pp247-253, Apr 71
*Behavioral Science Research, *Time Perspective, *American Culture, *Rural Urban Differences
On the whole, the stereotype here investigated is only partly validated. There does seem to be a more rapid pattern of activities in urban settings, as compared to rural, but the anticipated greater time-accuracy of urban dwellers cannot be substantiated. (Author)

EJ 040 043 490 PS 501 140
**The Parents' Center Project: A Multiservice Approach to the Prevention of Child Abuse** Bean, Shirley L., *Child Welfare*, v50 n5, pp277-282, May 71
*Child Abuse, *Child Welfare, *Group Therapy, *Parent Counseling, *Social Agencies, Program Descriptions, Parent Attitudes, Parent Participation, Family Problems, [Parents Center Project]
Describes a center which has a program of group therapy for parents in families where patterns of child abuse were developing and also offers full daytime care for their children. (NH)

EJ 040 246 050 CG 503 202
**Video Tape Simulation of Interpersonal Group Dynamics** Eberlein, Larry, *Canadian Counsellor*, v5 n3, pp164-167, Jun 71
*Video Tape Recordings, *Television, *Group Dynamics, *Simulation, Teaching Techniques, Group Counseling, Counselor Training
To provide life-like environments in group counseling situations, the Helping Relation Video Tape was developed. Originally designed as a group test measuring individual responses, the tapes were later used at a counseling summer course and in training undergraduates. Other uses of the HRUT concept are suggested. (Author/CG)

EJ 040 370 090 CG 503 168
**The Future of Encounter Groups** Tirnauer, Lawrence, *Futurist*, v5 n2, pp58-60, Apr 71
*Group Counseling, *Communication (Thought Transfer), *Group Discussion, *Group Experience, *Sensitivity Training, Counseling, Counseling Effectiveness, Group Dynamics, Self Concept
A psychologist suggests that in the coming years encounter groups and other techniques of the human potential movement will penetrate all aspects of our culture, as it allows people to get more in touch with their subjective inner experiences and to learn ways to communicate their experiences to others. (Author)

EJ 040 741 200 CG 503 194
**Process Comparison of Encounter Groups and Discussion Groups Using Videotaped Excerpts** Trotzer, James P., *Journal of Counseling Psychology*, v18 n3, pp358-361, Jul 71
*Group Discussion, *Discussion Groups, *Therapy, *Video Tape Recordings, Group Experience, Sensitivity Training
Results indicated significant differences between the groups on the Accurate Empathy, Unconditional Positive Regard, and Depth of Self-Exploration Scales. Thus the results showed that the encounter group process was characterized by facilitative conditions and could be distinguished as a therapeutic process as such. (Author)

EJ 041 624 490 CG 503 165
**The Effect of Group Centered and Topic Centered Methods on Volunteer College Students' Self Concepts** Trotzer, James P.; Sease, William A., *Journal of College Student Personnel*, v12 n4, pp292-296, Jul 71
*Group Dynamics, *Group Experience, *College Students, *Self Concept, *Discussion Groups, Group Therapy
The results of this study indicated that participation in the encounter group experience did not effect any measured changes in members' self-concepts that were any different from those in the discussion groups or the controls. (Author)

EJ 042 040 090 CG 503 361
**Organizing for Group Counseling** Nelson, Richard C., *Personnel and Guidance Journal*, v50 n1, pp25-28, Sep 71
*Group Counseling, *Group Unity, *Group Norms, Group Guidance, Interviews, Objectives
The three step process described is designed to increase member commitment and understanding of group counseling: first, a self selective process, second an intake interview procedure, and third, a discussion of sharing goals. (Author)

EJ 043 503 020 CG 503 576
**A Study of the Relation between Group and Individual Counseling Supervision and Three Relationship Measures** Lanning, Wayne L., *Journal of Counseling Psychology*, v18 n5, pp401-406, Sep 71
*Group Counseling, *Counseling, *Supervision, *Role Perception, *Supervisory Methods, Supervisors, Perception
The results yielded little evidence that the two methods of supervision were significantly different. More than half of the variance in how a trainee expected to be perceived by his clients was accounted for by knowing how he perceived his supervisor. (Author)

EJ 043 726 080 CG 503 587
**Further Comparisons of Verbal Behavior in Therapist-Led, Leaderless, and Alternating Group Psychotherapy Sessions** Sterne, David M.; Seligman, Milton, *Journal of Counseling Psychology*, v18 n5, pp472-477, Sep 71

*Group Guidance, *Psychotherapy, *Group Dynamics, *Verbal Communication, *Group Therapy, Therapists, Leadership Group Therapy

Therapist-led, leaderless, and alternating sequence sessions were compared. Leaderless sessions exhibited more socially oriented behavior than the therapist-led, while the therapist-led meetings were considered more speculative and confrontive, more concerned with group relationships, and more pertinent and task-oriented than the leaderless sessions. (Author)

EJ 043 844 130 CG 503 495
**Student Life Studies: An Action Research Opinion** Berte, Neil R.; Upshaw, Charles, *NASPA Journal*, v9 n1, pp77-80, Jul 71

*Educational Environment, *Student Development, *Individual Development, *Group Guidance, College Students

The student life studies described proved to have a positive impact, particularly in moving towards the goal of developing a climate of awareness on the campus so that students, faculty and administration may together understand more clearly the variables in the university learning environment. (Author)

EJ 045 038 420 CG 503 580
**Group Reactive Inhibition and Reciprocal Inhibitions Therapies with Anxious College Students** Graff, Robert W. And Others, *Journal of Counseling Psychology*, v18 n5, pp431-436, Sep 71

*Inhibition, *Group Dynamics, *Counseling Effectiveness, *Group Counseling, Anxiety, College Students

Results show that both treatments were equally effective and both were superior to no treatment. Reactive inhibition therapy may be more efficient than reciprocal inhibition therapy, since it is a simpler procedure. (Author)

# Doctoral Dissertations

## THE EFFECT OF LEADER PRESENCE ON CHANGE IN A PERSONAL GROWTH GROUP

Robert Marion BOLLET, Ed.D.
Ball State University, 1971

Major Adviser: Vaughn E. Huff

The various pressures of our society have caused an increase in the emotional instability of many people. In previous decades psychotherapy has attempted to deal with such situations. The number of "problemed people," however, has increased. The number of therapist has also increased but not in proportion to the need. Many people can not financially afford professional assistance on the traditional one-to-one basis.

In recent years a relatively new movement has emerged. Carl Rogers described it as the "intensive group" movement. Some people who otherwise may never have found psychological assistance have found some help in learning to cope with life more effectively in these small intensive groups.

A recent development in the intensive group movement has been programmed or structured guides to aid groups in the absence of a leader. An example of such programmed material is the encountertape recordings used in this study. This development caused the researcher to question the effect a leader's presence had on a group. Much research has been done on various styles of leadership and on various types of groups but little on the effect of the actual physical presence of a leader on group members and their interactions.

This study investigated leader presence effect by dividing a sample of 127 volunteer undergraduate students into 15 small groups of 5-10 members. The students were arbitrarily placed into groups with an attempt to balance each group in regard to age, sex, and availability. Eight of the small groups had a leader present and 7 of the groups had no leader present. All 15 groups met for 2 consecutive hours for 5 consecutive weeks. All 15 groups received the same instructions. The 8 leader-present groups were instructed by the leader reading a typed script taken from the tape recordings which were used to instruct the no-leader-present groups. The leaders were graduate students in the Guidance and Counseling Department at Ball State University. The tape recorded instructions were selected from the *Encountertapes for Personal Growth Groups* designed by Betty Berzon.

The *Personal Orientation Inventory* and the *Interpersonal Check List* were administered to each of the subjects prior to their group experience and immediately following the final session. An analysis of covariance was computed for these data. The subjects completed a self report scale at the conclusion of each session. Chi squares were computed for these data. The .05 level of confidence was established for rejection of the null hypotheses. At the conclusion of the final session each subject also completed an open ended questionnaire on which they reacted to the five week group experience. The questionnaire data were reported descriptively.

An analysis of the data indicated that there was no significant differences between participants in the leader-present groups and in the no-leader-present groups. All of the null hypotheses were accepted.

Discussion of the findings and recommendations for further study pertaining to leader presence effect on personal growth groups were made.

Order No. 72-7495, 133 pages.

## THE EFFECTS OF GROUP COUNSELING ON SELECTED ASPECTS OF THE SELF-CONCEPTS OF UNDERGRADUATE STUDENTS WHEN GROUP COMPOSITION HAD BEEN CONTROLLED

Gordon Melvin DENTON, Ed.D.
University of Maine, 1971

Adviser: James J. Muro

This study was designed to determine the effects of group counseling on selected aspects of the self-concepts of undergraduates when group composition had been controlled. Incoming College of Education freshmen were administered the HIM-B and the *Tennessee Self Concept Scale* during the summer of 1969. Students who scored four or more percentage points above the norm on the Conventional or Confrontive categories of the HIM-B, and who also scored below the mean on the Total Positive scale of the *Tennessee Self Concept Scale* became the pool from which subjects for the study were randomly selected. Forty Conventional and forty Confrontive students were randomly assigned to equal numbered experimental and control groups.

Experimental subjects were randomly assigned to one of two homogeneous Conventional groups, or two homogeneous Confrontive groups. Each group had ten members and met one and one-half hours weekly for ten group counseling sessions. The experimenter acted as counselor for all the groups, although he did not know the composition makeup of particular groups during the experimental treatment as the randomization procedure was done by another professional.

The group counseling was conducted under the auspices of the College of Education orientation program. Experimental subjects received the group counseling in lieu of the usual orientation program, whereas the control subjects attended regular orientation classes conducted by College of Education faculty members.

In order to describe the verbal interaction during group counseling, the third, sixth, and ninth sessions of each group were recorded. The recorded sessions were rated on the *Hill Interaction Matrix* and the resultant profiles revealed the extent to which the groups utilized the interaction categories delineated in Hill's system.

Two weeks following the termination of group counseling, all subjects were again administered the *Tennessee Self Concept Scale*. F tests, computed from factorial analysis of variance and factorial analysis of covariance, compared treatment group means, composition group means, and treatment by composition interaction means. Ten scales of the *Tennessee Self Concept Scale* served as criteria in measuring selected aspects of self-concept. F values for treatment and composition were not statistically significant at the .05 level. The F value for treatment by composition interaction on the Self Criticism scale was found to be significant.

Order No. 72-5622, 203 pages.

## A STUDY OF THREE GROUP COUNSELING APPROACHES AND THEIR EFFECTIVENESS IN MODIFYING SELECTED ASPECTS OF SELF-CONCEPT AND SELECTED PERSONALITY CHARACTERISTICS OF THIRD GRADE CHILDREN

June Louise DROWNE, Ed.D.
University of Maine, 1971

Adviser: James J. Muro

The purpose of this study was to investigate the effects of three group counseling approaches on selected aspects of self-concept and selected personality characteristics of third grade children.

*Method*

The two instruments used in gathering data for the study were the *California Test of Personality* and *The Thomas Self-Concept Values Test*. Students whose scores fell below the standard score mean on both these instruments and who volunteered to participate in a counseling group formed a pool from which subjects of the study were randomly drawn. Four small groups, comprised of five members each, were formed: two verbal counseling groups and two play media counseling groups. A total of ten subjects, unidentified to their teachers, participated in whole class classroom meetings. Ten subjects also served as controls.

The study utilized a pre-posttest design; gain scores were used in analyzing results. Single-classification analysis of variance was utilized to determine if statistically significant differences existed between treatment groups. Duncan's multiple range test was used in making comparisons between treatment means. Verbal and play media counseling treatments, counselor effect, and interaction of treatment and counselor were further investigated by means of multiple-classification analysis of variance.

*Findings*

A significant difference between treatment groups was found on the Self-Referent dimension of the *TSCVT*. The results of Duncan's multiple range test showed the play media counseling group produced significantly more score change on the Self-Referent dimension of the *TSCVT* when compared with the classroom meeting counseling group and on the Peer Referent dimension of the *TSCVT* when compared with the control group.

Differences between counselors were found on the Mother Referent, Peer Referent, and Total Self-Concept dimensions of the *TSCVT*. Interaction effect of treatment by counselor was significant for the Mother Referent dimension of the *TSCVT*. No significant differences in terms of treatment, counselor, or counselor by treatment were found for any of the dimensions of the *CTP* which were utilized in the study.

*Conclusions and Implications*

Results of the study suggest that play media group counseling is the superior method in effecting score change, at least, on the Self-Referent and Peer Referent aspects of self-concept. Both counselors produced positive change using play media group counseling.

There were significant differences between counselors when both employed verbal techniques whereas such differences were not evident when both utilized play techniques. This suggests that play media may be a more workable approach for counselors to utilize in meeting the needs of children in the lower elementary grades. Verbal group counseling with this age group which seemingly calls for greater counselor flexibility and the playing of several roles may be more difficult for some counselors to employ effectively while still providing an accepting, respectful, growth-producing atmosphere.

No significant score changes were found in favor of the classroom meeting counseling condition on any of the dimensions studied. Teachers and children who participated in this treatment procedure expressed their enthusiasm and enjoyment of the meetings. The teachers felt the meetings offered them an opportunity to know more about their students as people and that a heightened sense of responsibility and concern for one another developed. Changes may have occurred which the criterion instruments were not appropriate for assessing. Another important consideration is the time factor; perhaps since the whole class participated more meetings would have been necessary to attain change on testing instruments.

Order No. 72-5625, 206 pages.

## THE EFFECTS OF GROUP COUNSELING UPON THE CLASSROOM BEHAVIOR OF SECOND GRADE BOYS

Ward Beecher DUVALL, III, Ed.D.
University of Georgia, 1971

Supervisor: Wayne W. Antenen

This study was designed to investigate the effects of group counseling upon the classroom behavior of second grade boys. The nature of group counseling in this study is termed "active experiencing". The children and counselor entered into a relationship built upon mutual trust and understanding using toys as a means of communication. The counselor actively responded to the children, their play, and feelings. A permissive atmosphere prevailed in the playroom with limits set for the protection of the children, the school, and the counselor.

Group Counseling took place twice a week, on Tuesdays and Thursdays, for seven weeks; there were fourteen sessions which lasted fifty minutes each. The six children who participated in group counseling and who were observed in their classroom were recommended by their teacher and selected by the school principal and the investigator. All of the children were underachieving academically and all were repeating the second grade. Three of the children were described by their teacher as being predominately over-inhibited, shy, and withdrawn. Three others were described by their teacher as being predominately acting-out or aggressive. The age range of the children was eight years seven months to nine years two months. All children were observed in the same classroom under the supervision of the same teacher. The major instrument used in this study was a behavior observation scale, the Coping Analysis Schedule for Educational Settings (Spaulding, 1970). The children were observed independently at ten second intervals, ten minutes per day, for a total of fifty consecutive classroom days. Eleven of these observation days occurred before group counseling began; these observations were termed pre-counseling observations. When the process of group counseling began the children continued to be observed in their classroom and thirty observation days occurred during this period which was termed the counseling observation period. The children continued to be observed in their classroom following the termination of group counseling for an additional nine days. This was termed the post-counseling observation period. Across 50 observation days each child was observed for approximately 500 minutes which included approximately 30,000 frequencies of observed behavior.

The behavior observation scale was divided into classifications of appropriate behaviors, inappropriate behaviors and unacceptable behaviors. The behaviors in the inappropriate and unacceptable classifications were combined and represented graphically for each child. A panel of judges met and selected target behaviors for each child. Target behaviors were those behaviors which, if effected by the group counseling process, would produce increased coping behaviors in the classroom for each child. These target behaviors were represented graphically for each child. During the observation of the children in their classroom the teacher was observed as she interacted with the child. Her approving and disapproving interactions were recorded as Teacher Attending Behaviors. The Teacher Attending Behaviors were represented graphically for each child.

Another expert panel reviewed each of the graphic representations for each child and from their observations, where change seemed sufficient, they selected behaviors for computer analysis. Upon the basis of observation of the descriptive analysis and its graphic representations and the computer analysis the null hypothesis for each child was retained.

The design of this study is a relatively new or different concept in the investigation of process and outcome research in counseling and psychotherapy. The Time-Series Design lends itself to the study of the effects of counseling upon the individual and his behavior. With this design, the individual is his own control and consequently personal growth or lack of personal growth reflects his own change rather than a deviation from a group mean or group norm.

Order No. 72-10,949, 177 pages.

## MASSED VS. SPACED EXPERIENCES IN PERSONAL GROWTH GROUPS

Lawrence Eugene FANNING, Ed.D.
Ball State University, 1971

The purpose of this research was to compare the effects of massed or marathon group experiences upon personal growth with the effects of spaced group experiences upon personal growth. The between group comparison was tested in terms of fourteen null hypotheses pertaining to the fourteen subscales of the Personal Orientation Inventory. One additional null hypothesis pertained to the discrepancy between perceived actual self and perceived ideal self, as measured by the Interpersonal Check List.

Subjects for the study were students in Educational Psychology classes at Ball State University. All of the subjects were volunteers who chose the experimental groups in lieu of other types of group experiences normally provided through their classes. The final samples, utilized in the analysis of the data, consisted of 92 students.

All subjects used in the study were pre-tested, using the Personal Orientation Inventory and the Interpersonal Check List. One week following the pre-testing, 46 subjects, utilized in the final analysis of the data, entered group process under the direction of leaderless tapes. These 46 students experienced group process in five two-hour sessions with an interval of one week between sessions. Each student had perfect attendance, thus assuring equal group process time with the massed leaderless group. The other 46 subjects experienced massed leaderless tape group processing. They met under the direction of the same leaderless tapes, with the exception that all five sessions were combined into one marathon session of ten hours. For both massed and spaced group samples, individual group size ranged from six to eight subjects.

Post-testing was administered immediately following termination of group process in both experimental groups. Again, the Personal Orientation Inventory and the Interpersonal Check List were given to the subjects. The pre- and post-test results were hand-scored and an analysis of covariance was utilized to test the fifteen null hypotheses. With the level of significance established at the .05 level, analysis of the data revealed that no significant difference existed between groups on any of the subscales of the Personal Orientation Inventory or on discrepancy between perceived actual self and perceived ideal self, as measured by the Interpersonal Check List. All fifteen null hypotheses were accepted. It was concluded that, using this group approach, the massing or spacing of process time makes no significant difference in terms of growth of subjects as measured by the criterion instruments. On the basis of the results of this study, ten recommendations, along with their precipitating rationales, were offered.

Order No. 72-7507, 105 pages.

## THE RELATIONSHIP BETWEEN DOGMATISM, PREFERENCE FOR SELF-ACTUALIZING VALUES AND INDIRECT DISCUSSION LEADERSHIP STYLE—AS INFLUENCED BY TWO GROUP PROCEDURES

Rose Steinman FRANK, Ph.D.
University of Miami, 1971

Supervisor: Dr. Carolyn S. Garwood

This field investigation was designed to explore the relationship between dogmatism and two outcome criteria, expressed preference for self-actualizing values and a set of critical teaching behaviors named indirect discussion leadership style - as influenced by two curriculum treatments. One of these was a series of academically-oriented discussions of the relationship between psychological health and teaching effectiveness led by a teacher whose leadership style was unusually indirect: Flanders interaction analysis indicated that he questioned extensively in order to elicit students' participation, praised them for contributing, and then clarified and used their ideas to teach the academic content. The other treatment consisted of ten group-centered discussions led by a counselor whose style matched Gordon's model in *Client-Centered Therapy*. She listened empathically, reflecting, accepting, and linking meanings and intents. She created a nonthreatening climate in which the leadership functions were diffused throughout the group and the content of the discussions was the concerns of the group members.

The subjects were University of Miami secondary education students enrolled in the evening session course which is sequenced in the semester before student teaching. A randomized block technique based on Rokeach's Dogmatism Scale was used to assign the eighteen highest (150 to 227) and eighteen lowest (69 to 123) scorers to the two treatments.

Preference for self-actualizing values was measured by the Personal Orientation Inventory. To observe the other outcome, indirect discussion leadership style, a situational task was devised requiring the subjects to elicit, accept, clarify, use and extend the ideas and feelings of group members and to minimize lecturing, direction giving, and shaping students' verbal behaviors to predetermined patterns. Quantification was achieved through I/D scores derived from Flanders' interaction analysis of the taped discussions.

Six null hypotheses were formulated and Anova F tests and product moment correlation coefficients used to compare the main effects of dogmatism and/or the two treatments and to detect possible interaction effects. While there is no reason to believe that the two treatments differentially influenced the outcome criteria, the rejection of two hypotheses at the .001 level not only confirmed the considerable evidence of a significant relationship between dogmatism and mental health but also supported the necessity of open-mindedness for the performance of a teaching task which has been empirically identified as discriminating between effective and ineffective teachers.

Concerning future investigation of such curriculum procedures, research design should take into account the differing results to be expected from leadership styles of teachers and counselors and provide for systematic observation and content analysis of the group process used in the study. It is probably not possible to meaningfully interpret the findings of studies which merely characterize leaders as "teachers" or "counselors" through descriptive leadership style in terms of theoretical models.

Order No. 72-2179, 245 pages.

## EFFECTS OF PEER TUTORING, BRIEF INDIVIDUAL AND GROUP COUNSELING, AND REINFORCEMENT ON THE ACADEMIC ACHIEVEMENT OF RISK COLLEGE STUDENTS

Frank Richard FROMAN, Ed.D.
The University of Tennessee, 1971

Major Professor: Dr. Robert L. Williams

This study evaluated the effects of peer tutoring and individual and group counseling both with and without reinforcement (praise) on the academic achievement of 104 risk college students.

High ability students enrolled in an introductory mathematics course at The University of Tennessee tutored risk students enrolled in the same course. Certain risk students met either individually or in small groups with a counselor once weekly throughout the term for brief counseling. Some of these students received praise during their counseling sessions contingent on achievement on weekly, in-class quizzes.

These risk students who received tutoring and reinforced individual counseling earned higher weekly quiz grades than risk students in other treatment groups. However, they failed to obtain significantly higher final grades than members of other treatment groups. Counseling was found to be an effective deterrent to freshman default. The drop-out rate for students receiving counseling was one-third the rate for non-counseled risk students.

Week-to-week achievement of risk students was enhanced by providing them with individual reinforced counseling and peer tutoring. Final grades were not significantly affected by these treatments.

Order No. 72-5438, 67 pages.

## THE EFFECT OF ADLERIAN GROUP COUNSELING ON THE ACADEMIC PERFORMANCE OF MARGINAL COMMUTER COLLEGE STUDENTS

**Kenneth Fyfe GARNI, Ed.D.**
Boston University School of Education, 1972

Major Professor: Emmanuel B. Green

*Purpose of the Study*

The major purpose of this study was to analyze the effect of Adlerian group counseling on freshman commuter students prone to difficult academic and personal adjustments to college life.

*Methods and Procedures*

The study was conducted during the 1970-1971 academic year at Suffolk University in Boston, Massachusetts. The research population consisted of all full-time day freshmen students, 279 of whom completed the test battery administered during Freshman Orientation. The principal criteria of selection for the experimental process were commuter status, academic marginality, and personal and social adjustment. Academic marginality of the sample was determined on the basis of performance on the *College Entrance Examination Board: Scholastic Aptitude Test-Verbal*. Levels of personal and social adjustment were determined by scores on the *California Test of Personality: Secondary Level*. Tests administered were used for the purpose of screening students not conforming to the research criteria underlying the study and to establish comparability between the experimental and control subjects on the selected research variables. Pre- and post-counseling equivalence was established by examining the groups on the following independent variables: age, sex, high school rank, level of education completed by father and mother, sibling relationships, level of general mental ability (*Otis Quick-Scoring Mental Ability Test-Gamma Form*), and selected demographic data (*College Student Survey Questionnaire: Part I*). Students for whom data were incomplete were dropped from the study. This resulted in a final N of 66 students, 33 of whom were in the Experimental Group and an equal number in the Control Group.

The students were randomly assigned to six numerically equal groups. All experimental students who met the selection criteria were invited by letter to participate in a voluntary, weekly group counseling program. Each counseled group met with this researcher, a trained counselor and experienced group leader, once a week for twenty weeks, each session lasting seventy-five minutes.

The intervention model used in the study was Alfred Alder's socio-teleoanalytic method of group counseling, adapted to the assumed developmental and educational needs of commuter students. Tapes of counseling sessions were randomly selected and evaluated for the process and content by two psychologists trained in Adlerian therapy.

Counseled and non-counseled groups were compared on the following dependent variables: level of academic achievement (*Grade-Point Average*), rates of withdrawal and academic attrition, mean number of academic credits successfully completed, and the relative frequency of counseling contacts.

The statistical procedures of frequency distribution, chi square test of significance, t test of significance between small sample means, and the F ratio for homogeneity of variance were employed when appropriate.

*Hypotheses*

The data were analyzed to test the following hypotheses:

I. A group of personally and socially well-adjusted students who receive group counseling will achieve significantly higher academic performance than a group of matched students who do not receive group counseling.

II. A group of personally and socially poorly-adjusted students who receive group counseling will achieve significantly higher academic performance than a group of matched students who do not receive group counseling.

*Research Findings*

1. It was statistically significant beyond the .05 level of confidence that the academic performance of the well-adjusted experimental group was higher than that of the well-adjusted control group.
2. There were no statistically significant differences between poorly-adjusted experimental and control subjects on the variable, academic performance.
3. The voluntary withdrawal from college and academic dismissal rate of control students were significantly higher than that of the experimental students.
4. The mean number of academic credits successfully completed by well-adjusted experimental students was significantly higher than that of the well-adjusted control students.
5. There were no significant differences in the mean number of academic credits successfully completed between poorly-adjusted experimental and control students.
6. There were no significant differences in frequency of counseling contacts between experimental and control students.

*Conclusion*

Evidence was produced in this study supporting the need and value of preventative group counseling for academically marginal commuter students at the outset of their freshman experience.

Order No. 72-25,434, 152 pages.

## AN INVESTIGATION OF RELATIONSHIPS BETWEEN SELECTED PERSONALITY TRAITS AND FACTORS ASSOCIATED WITH CHANGE OF MAJOR IN STATE SUPPORTED COLLEGES IN ARKANSAS

James Carroll GARTMAN, Ed.D.
Northeast Louisiana University, 1971

Major Adviser: Dr. Merrill S. Nicklas

The problem of the study consisted of two parts: (1) to identify factors associated with change of major, and (2) to determine if there were significant relations between change of major and selected personality traits.

Students from the following state supported colleges in Arkansas participated in the investigation: (1) Arkansas A & M College, (2) Arkansas A M & N College, (3) Arkansas Polytechnic College, (4) Henderson State College, (5) Southern State College, and (6) State College of Arkansas.

The study was divided into two phases. Data for Phase I were obtained from a sample of 1971 spring semester seniors enrolled in the six colleges. There were 1492 seniors enrolled, and a random sample of 498 (one third) was selected to participate in the study.

The data for Phase I were obtained by use of the *College Student Questionnaire*. The questionnaire is based on twenty factors selected from a review of related research. Of the 498 seniors in the sample population, 378 (76 per cent) completed questionnaires.

Seniors were asked to list all majors which they had declared during their college careers. They were classified as changers or non-changers on the basis of this information. They were also asked to list other factors that influenced them to change majors. Twenty-seven factors were listed.

Each question in the *College Student Questionnaire* has four alternatives. The alternatives are assigned numerical weights from one through four. An individual's score on a question is the weight value assigned to the alternative he checks.

The Kolmogorov-Smirnov two-sample test was applied to the scores of changers and non-changers on the *College Student Questionnaire* to determine if the differences were significant. The .05 confidence level was selected as the accepted level of significance. The following factors were found to be significantly associated with change of major: (1) Interest in course content, (2) Prospects for working with people, (3) Seriousness about selection, (4) Certainty about selection, (5) Prospects for prestige, and (6) Provision of needed experiences by instructors.

The sample population for Phase II consisted of all 1971 spring semester seniors at Arkansas A & M College. The data for Phase II were obtained by use of the *California Test of Personality* and the *College Student Questionnaire*. There were 160 seniors at Arkansas A & M College, and 150 (94 per cent) completed the two instruments.

Seniors' scores on the *California Test of Personality* were correlated with their responses to the six significant change-of-major factors in the *College Student Questionnaire* to determine if there were significant relationships between the two. A point bi-serial coefficient of correlation was computed for each personality trait and change-of-major factor. A *t* test was applied to the correlations to determine if the relationships were significant. All relationships reaching the .05 level were considered significant.

The following relationships between personality traits and change-of-major were significant:

1. Interest in course content and (1) Self-reliance, (2) Personal worth, (3) Sense of belonging, (4) Withdrawing tendencies, (5) Social standards, (6) Social skills, (7) Anti-social tendencies, and (8) Occupation relations.
2. Working with people and (1) Personal worth, (2) Personal freedom, (3) Sense of belonging, (4) Withdrawing tendencies, (5) Nervous symptoms, (6) Social standards, (7) Anti-social tendencies, (8) Family relations, (9) Occupation relations, and (10) Community relations.
3. Seriousness about selection of major and (1) Personal worth, (2) Personal freedom, (3) Sense of belonging, (4) Nervous symptoms, (5) Social standards, (6) Social skills, (7) Family relations, (8) Occupation relations, and (9) Community relations.
4. Certainty of selection and (1) Withdrawing tendencies, (2) Social skills, (3) Anti-social tendencies, and (4) Occupation relations.
5. Prospects for prestige and (1) Personal worth, (2) Withdrawing tendencies, (3) Social standards, (4) Social skills, (5) Anti-social tendencies, (6) Family relations, (7) Occupation relations, and (8) Community relations.
6. Provision of needed experiences by instructors and (1) Self-reliance, (2) Personal worth, (3) Personal freedom, (4) Sense of belonging, (5) Withdrawing tendencies, (6) Social standards, (7) Social skills, (8) Anti-social tendencies, (9) Family relations, (10) Occupation relations, and (11) Community relations.

Order No. 72-2968, 119 pages.

## GROUP COUNSELING AS A MEANS OF CHANGING THE SELF-CONCEPT OF THE ECONOMICALLY DISADVANTAGED

Marguerite Monk GASTON, Ph.D.
The University of New Mexico, 1972

The purpose of the study was to investigate the self-concept of the economically disadvantaged, and the effectiveness of group counseling as a means of changing it. The study also included the relationship of other variables, such as race, age, and achievement in basic skills, to the self-concept.

Subjects for the study were young women between the ages of 16 and 22 enrolled in a federal job training program, divided into four groups of 50 each and treated as follows:

1. Experimental group. Pretest, group counseling, posttest.
2. Control group. Pretest and posttest.
3. Hawthorne effect group. Posttest only.
4. Drop-out group. Pretest only.

Instruments used were the Tennessee Self Concept Scale and the Stanford Achievement Test.

Groups were matched according to age and race, using the same ratio found in the training program. During the treatment period of three months, the 1-1/2-hour counseling sessions were conducted twice weekly by the researcher. The groups were client centered and consisted of eight participants.

Statistical procedures used were *t* tests of the difference between means, analysis of variance resulting in *F* ratios, multiple discriminant analysis, and Spearman rank order correlations.

The findings of the study indicated that the mean self-concept of the subjects was significantly poorer than the norms of the Tennessee Self Concept Scale. The research group was significantly high on Net Conflict, Total Conflict, General Maladjustment, Psychosis, and Personality Disorder. The subjects scored low on Behavior.

All ethnic groups scored considerably below [illegible] in mean total self-concept score. In order from high to low, they scored as follows: Negroes, Caucasians, Spanish-Americans [illegible].

No significant relationship was found between self-concept and achievement, and there were no significant differences among the various age groups in the study. Self-concept did not prove to be a good predictor of attrition.

There were no significant differences between pre- and posttest scores of the experimental or control groups. Neither participation in the training program nor in group counseling had any significant effect on the self-concept of the subjects.

It was recommended that further research be conducted in the following areas: the importance of the self-concept, how it is formed, how it relates to achievement, its interaction with mental illness, and what methods are most effective for changing it.

Order No. 72-30,755, 103 pages.

## OUTCOME EFFECTS OF SHORT-TERM GROUP COUNSELING ON THE STATED CONCERNS AND ANXIETY OF STUDENTS

Berta L. HANLEY, Ph.D.
Purdue University, 1971

Major Professor: Shelley C. Stone

This study investigated the effects of short-term group counseling upon the measured number of concerns and level of anxiety of average to above average mid-adolescents and terminal adolescents. Adolescents with average to above-average ability were chosen as one characteristic of the target population in that increased homogeneity of groups could be achieved considering that the terminal adolescent population was drawn from a college source. Eighteen mid-adolescents (15-16 year olds) who plan to enter college and eighteen terminal adolescents (20-22 year olds) who were presently completing a college degree (in teacher education) were chosen as subjects. Both groups reflect increased stress periods in adolescence resulting from additional responsibility for personal and vocational decision-making.

Students were assigned to one of two counseling groups or to a control group within the mid-adolescent or terminal adolescent sub-sample. Individuals with the highest *MPCL* and *TMAS* total score were generally assigned to a twelve-session (60 min) counseling group; those with the lowest scores were assigned to a control group; and those remaining comprised a six-session (60 min) counseling group. Thus, the total sample (36) was distributed among two six-session counseled groups, two twelve-session counseled groups, and two control groups.

The *Mooney Problem Check List, College and High School Forms* (MPCL) and the *Taylor Manifest Anxiety Scale* (TMAS) comprised the evaluative devices administered prior to the initiation of counseling, immediately after counseling, and at the end of an additional six-week non-counseling period.

One-way analysis of variance (ANOVA) was used to test for differences between groups. Since significant differences occurred in the ANOV for the pre administration, an analysis of covariance (COVAR) was also employed to adjust differences between groups prior to counseling to determine whether significant change had occurred at post-counseling measurement. In this format a test of simple effects was employed to determine wherein the differences lay. The level of significance was set at .05 for all analyses.

Analysis of simple effects demonstrated that counseled (6 sessions) mid-adolescents differed from non-counseled mid-adolescents (.01 level) in that counseled subjects' number of concerns and level of anxiety remained stable while those of non-counseled mid-adolescents increased significantly (.01 level) over the experimental period. Counseled (12 sessions) mid-adolescents differed from non-counseled mid-adolescents in that the former decreased significantly (.01 level) while the latter increased significantly (.01 level) in number of concerns immediately after counseling and again at the end of an additional six-week non-counseled period. Specifically, counseled (12 sessions) mid-adolescents differed from non-counseled mid-adolescents in that the former remained relatively stable over the total experimental period while the latter remained stable immediately after counseling but increased in level of anxiety at the end of an additional six-week period.

Analysis of simple effects demonstrated that counseled groups (6 and 12 sessions) differed significantly in that the six-session group remained relatively stable while the twelve-session group of mid-adolescents decreased in number of concerns (.01 level) immediately after counseling and again after a six-week non-counseling period. The twelve-session group of mid-adolescents decreased in level of anxiety (.01 level) over the total experimental period, while the six-session group of mid-adolescents remained stable throughout the experimental period.

Analysis of simple effects demonstrated counseled (6 sessions) terminal adolescents differed from non-counseled terminal adolescents in that the non-counseled group increased significantly in number of concerns (.01 level) and level of anxiety (.05 level) immediately after counseling. Counseled (6 sessions) terminal adolescents remained relatively stable throughout the experimental period. Counseled (12 sessions) terminal adolescents differed significantly from non-counseled terminal adolescents in that they decreased significantly in number of concerns (.01 level) immediately after counseling and remained stable thereafter while the non-counseled terminal adolescents increased significantly in number of concerns (.01 level) and then remained stable for the same periods, respectively. Counseling had no significant effect upon the level of anxiety of counseled (12 sessions) terminal adolescents but the level of anxiety increased significantly for non-counseled terminal adolescents (.05 level) immediately after the treatment period and remained stable from then until the end of an additional six weeks. Terminal adolescent counseled groups differed significantly in that the six-session counseled terminal adolescents remained stable throughout the experimental period while the twelve-session counseled terminal adolescents significantly decreased in number of concerns (.01 level) over the total experimental period but remained relatively stable in level of anxiety throughout the experimental period.

Analysis of simple effects demonstrated that mid-adolescent and terminal counseled (6 sessions) groups did not differ significantly in that the number of concerns and level of anxiety remained relatively stable for both groups throughout the experimental period. Mid-adolescent and terminal counseled (12 sessions) groups differed significantly in that both counseled groups (12 sessions) significantly decreased in number of concerns immediately after counseling and again at the end of an additional six weeks while terminal adolescents decreased in number of concerns immediately after counseling and remained stable for the additional six-week period. Neither counseled (12 sessions) group changed significantly in level of anxiety immediately after counseling or after an additional six-week non-counseled period, but the counseled (12 sessions) mid-adolescents decreased significantly in level of concerns over the total experimental period.

These findings reveal that after adjustment for pre-experiment differences, significant differences were reported for counseled and non-counseled subjects in that counseled subjects decreased in number of concerns and level of anxiety while non-counseled subjects increased in number of concerns and level of anxiety.

It was concluded that short-term group counseling reduces the number of concerns of mid-adolescents and terminal adolescents while the number of concerns and level of anxiety increases for mid-adolescents and terminal adolescents who do not receive counseling. Further, short-term counseling reduces the level of anxiety for mid-adolescents. While the level of anxiety is not reduced for terminal adolescents, it does remain stable. Further, positive group counseling outcomes are improved by increased number of counseling sessions. Further, it was concluded that the effects of short-term group counseling are not significantly different for mid-adolescents and terminal adolescents.

Order No. 72-1877, 110 pages.

## A COMPARISON OF THE EFFICACY OF TREATMENTS OF CLASSROOM BEHAVIOR MANAGEMENT AND GROUP COUNSELING FOR USE WITH POTENTIAL DROPOUTS

Nell Craft HARDAGE, Ph.D.
University of Southern Mississippi, 1972

*Statement of the Problem:* This study was conducted to evaluate and compare the efficacy of treatment between classroom behavior management and group counseling employed to increase on-task behavior, social interactions, grade-point average and school attendance of potential dropouts.

*Sample:* The sample population was chosen from five elementary schools of Forrest County and Hattiesburg, Mississippi, which had a combined enrollment of 563 pupils in the fifth and sixth grades.

*Procedure:* The school systems of Forrest County and Hattiesburg, Mississippi indicated schools with a large number of potential dropouts. A total number of fifteen fifth and sixth grade teachers were randomly assigned in groups of five to each of the following groups for a period of twelve weeks:

(1) Classroom Behavior Management
(2) Group counseling
(3) Control Group

Thirty potential dropouts identified by the *Demos D Scale* and the *Dropout Rating Scale* were assigned to each of the three groups, making a combined total of ninety subjects.

The five teachers who were randomly assigned to Group I had a consultant in classroom behavior management. Five doctoral students in guidance trained by the Madsen Method served as the consultants. These five teachers received feed-back from the consultant based on observations of the potential dropouts.

The five teachers who were randomly assigned to Group II permitted six potential dropouts to be removed from the classroom one hour per week to receive group counseling. Five doctoral students trained in attitudinal group counseling served as the counselors for each of the five counseling groups.

The five teachers who were randomly assigned to Group III received no treatment. The thirty potential dropouts identified in the classroom of the five teachers in Group III served as the control for the experiment.

Data were collected for the four variables: (1) observation of on-task behavior, (2) sociometric status, (3) grade-point average, and (4) school attendance, pre-treatment, mid-treatment and post-treatment.

A two-way analysis of variance was performed on the obtained data. The 5 per cent level was accepted as statistically significant.

*Significant Findings:* The following findings are indicated from this study:

(1) Classroom Behavior Management procedures and Group Counseling have differential effects on on-task behavior, social status and grade-point average of potential dropouts.

(2) When teachers utilize a Classroom Behavior Management approach, on-task behavior and grade-point averages of potential dropouts increase.

Order No. 72-26,551, 112 pages.

## THE DIFFERENTIAL EFFECT OF TWO GROUP EXPERIENCES UPON THE ADJUSTMENT OF COLLEGE FRESHMEN

Ronald Dean HEDRICK, Ed.D.
University of South Dakota, 1972

Supervisor: Professor Wellborn R. Hudson, III

*Purposes and Procedures of the Study*

The purpose of this investigation was to study the differential effect of two group experiences upon the adjustment of college freshmen.

Eighty-eight first term college freshmen attending Briar Cliff College, Sioux City, Iowa, were randomly selected and randomly assigned to either an experimental or a nontreatment control group.

Four experimental groups were used representing two different types of group experiences. One type of experience, which included two groups, was identified as a counselor initiated group experience, and the other type, which included two groups, was identified as the group-initiated group experience. The essential difference between the two types of treatment was that in the counselor-initiated groups, the counselor presented topics related to developmental tasks and personal concerns of college students, while in the group-initiated experience group members spontaneously introduced topics for discussion.

Experimental groups met one hour per week for eight weeks. The criterion instrument used in this pre-post control group design was the College Maladjustment Scale (Mt) of the MMPI.

*Results of the Study*

The major findings of this study were: 1) no statistically significant differences between the four experimental groups and the control group, 2) no statistically significant differences between the two counselor-initiated groups and the two group-initiated groups, 3) no statistically significant differences between the two counselor-initiated groups, and 4) no statistically significant differences between the two group-initiated groups.

It was concluded that: 1) students who had these group counseling experience do not appear to be any more or less adjusted than students who have not had such an experience, and 2) students whose group counseling experience is structured around counselor-initiated topics do not differ in levels of adjustment from students whose group experience is structured around group-initiated topics.

Order No. 72-32,730, 64 pages.

## THE EFFECTS OF THREE GROUP APPROACHES IN EFFECTING CHANGE AMONG BLACK STUDENTS

Arthur Mells JACKSON, Ed.D.
Indiana University, 1971

Chairman: Dr. John T. Needham

There is a great deal of controversy as to the appropriateness and effects of racial discussions being an integral part of the school program. With the advent of black militancy and of talk about a black revolution, most educational institutions are reluctant to involve themselves with the issue. Even in institutions where there are Black Studies and black student organizations, there is suspicion as to their worth and effectiveness, among blacks as well as whites. Cobbs (1969) stated that the educational process must be shifted in schools so that every class at every grade level will discuss feelings, starting with feelings about race.

The present study was designed to ascertain the comparative effectiveness of three group approaches in effecting change among black students. A secondary concern of the study was to determine which treatment condition was more effective in increasing occupational aspirations and in fostering particular interpersonal values. An attempt to obtain answers as to the relative effectiveness of the treatment conditions upon the self-concept and measures of self-actualization was also undertaken.

All subjects in this study are black students from a special inner-city high school. The six groups used in the study were chosen and assigned randomly from a pool of fourteen "group guidance" classes to the two participating counselors.

At the initiation of the study the Survey of Interpersonal Values, the Occupational Interest Inventory, and the Personal Orientation Inventory were administered to all six groups. The duration of each treatment group was for a period of five weeks. Each group met twice weekly for periods of forty-five minutes each.

The participants in Groups A were asked to assist the counselors to analyze, interpret, and re-educate an individual presented in a particular case study. The cases were presented anonymously and were discussed with continued reference to Adlerian concepts. The participants in Groups B were encouraged to examine their day-to-day existence in terms of educational opportunities, morals and values, job expectations, personal perceptions of self and how these concerns relate to their perceptions of what it historically and currently means to be black. Treatment Groups C consisted of the current functions of the group guidance classes at the school used in the study. These classes are based on discussions centered around SRA Guidance Filmstrips. At the conclusion of the five week period, the measuring instruments were re-administered to all six groups.

An examination of the mean scores on post measures of the POI, the SIV, and the Occupational Interest Inventory indicated differences among treatment conditions. However, when analyzed, none of these reached the predetermined level of significance (.05). Based upon these analyses, it was concluded that none of the hypotheses tested in this study could be rejected.

The findings of this study would suggest that a discussion of educational and vocational opportunities, values, and personal perceptions of self in a racial context is no more effective in producing change than either an Adlerian approach or a traditional group guidance lecture approach.

Although no significance was found among the treatment conditions, it is interesting to note the comparison of means and standard deviations of the norm high school sample with the treatment group means and standard deviations of this study. These comparisons are similar.

It may be hypothesized that the scores obtained in this study may be a reflection of the individual's purge toward authenticity of self and self-determination. Additionally it may be said that the group experience may provide the environment which allows the individual an opportunity to explore the obstacles that contribute to self-degradation and the opportunity to develop understandings which contribute to an increased self-hood.

Order No. 72-6712, 92 pages.

## AN INVESTIGATION OF SELF CONCEPT USING GROUP COUNSELING WITH AFRO-AMERICAN MALE NINTH-GRADE STUDENTS

Alvin Henry JONES, JR., Ph.D.
Arizona State University, 1971

Chairman: Dr. Robert Heimann

*Statement of the Problem*

The purpose of this investigation was to determine if the self-perceptions in male ninth-grade Afro-American students could be expanded or improved through the use of group counseling using the Problem Identification Model. More specifically, this investigation examined the effects of a group counseling treatment on (a) perceptions of self, (b) anticipated perceptions of significant others, and (c) the perception of ideal self.

*Procedures*

The population consisted of 99 male ninth-grade Afro-Americans at Phoenix Union High School in Phoenix, Arizona. The high school from which these subjects were drawn is composed of 60 per cent Mexican Americans, 30 per cent Black, and 10 per cent Anglo. The experimental group consisted of 32 subjects and was subdivided into four groups of 8 to maximize the effects of group counseling. The control group consisted of 32 subjects and were given no treatment. At the completion of the treatment, six participants had been lost due to several reasons. A pretest/posttest design was employed. Differences at the .05 level of confidence were considered significant for the analysis of the data.

The treatment consisted of group counseling using the Problem Identification Model. The four experimental groups met in weekly two hour sessions for five weeks and were administered the same treatment.

*Results*

The data for the study were obtained from Lipsitt's *Self Concept Scale* which is an adaptation of Bills, Vance and McLeans' *Index of Adjustment and Values* and a form of the semantic differential. Results of this study indicated that there was no significant difference between the mean change scores of the experimental and control group as measured by the *Self Concept Scale*.

Comparison of the experimental and control groups' mean change scores on the semantic differential did not indicate significant overall differences between the two groups. However, there was a significant difference found between the experimental and control groups on the concepts Afro-American and Soul with the control group showing a significantly greater change in a more positive direction than the experimental group.

*Conclusions*

Group counseling did not appear to significantly effect group differences in the self-concept mean change scores as measured by the *Self Concept Scale*. The group counseling treatment did not result in a significant difference in the mean change scores of experimental and control groups as measured by the semantic differential. There was a significant difference found between the experimental and control groups mean change scores on the concepts Afro-American and Soul with the control group showing a change in a more positive direction.

The evidence derived from this study does not permit one to make conclusive statements related to the effectiveness of the treatment. It is highly possible that at the time of the posttest the experimental group had taken a more realistic look at themselves and did not have enough time to show positive gain before being tested.

Order No. 71-31,142, 159 pages.

## DIFFERENTIAL EFFECTS OF GROUP COUNSELING METHODS WITH BLACK MALE ADOLESCENTS

Robert John KEHRES, Ph.D.
The University of Akron, 1972

Director: Kenneth C. Hoedt

Counselors in the nation's schools have been charged with the responsibility for counseling black students in areas of personal and social admustment and occupational choice (Sifberman, 1964). The counselor's task is to maximize the use of black children's potential.

In an effort to identify counseling programs which are effective, a study was executed comparing student oriented vocational group counseling, traditional student oriented group counseling, and no group counseling.

The major hypothesis tested was that student oriented vocational group counseling was superior to traditional student oriented group counseling or no group counceling when dealing with black youth in terms of bringing about more positive personal and social adjustment, more interest in school, less non-constructive overt behaviors, and more cognizance of self in relation to future vocational interests and goals.

Seventy-two black adolescent male students in the seventh and eighth grades participated in the study. The boys were randomly selected after being matched on intellectual ability, socio-economic status, and chronological age span. Four junior high schools, with a Negro population, served as the experimental schools. One counselor from each of these schools participated as the group counselor in that particular school.

The design of the study was a basic pretest posttest design. Eighteen black students from each school were randomly assigned to one of three treatment groups—each group contained six students: student oriented vocationally counseled group, traditional student oriented counseled group, and control group.

Students participating in the student oriented vocationally counseled group and the traditional student oriented counseled group met, in their respective groups, for 45 minutes, once a week, for a total of 16 weeks. No testing was executed during the group counseling sessions. The four instruments used to test the hypotheses were: The California Test of Personality, The School Interest Inventory, The Student Behavior Rating Scale, and The Ohio Vocational Interest Survey.

The general hypothesis tested was that student oriented vocational group counseling, as a method, was superior to the traditional student oriented group counseling method when dealing with black youth in terms of bringing about more positive personal and social adjustment, more interest in school, less non-constructive overt behaviors, and more cognizance of self in relation to future vocational interests and goals.

The results of the study indicated no significant differences between student oriented vocational group counseling, traditional student oriented group counseling, and no group counseling in the areas of personal and social adjustment, school interest, and cognizance of self in relation to future vocational interests and goals. However, a significant difference between student oriented vocational group counseling and traditional student oriented group counseling versus no group counseling in the area of less non-constructive overt behavior was found ($p < .05$).

Although no significant findings were noted in most of the areas measured in the study, it is still possible that group vocational counseling with black male adolescents has merit. Negative findings should be viewed in terms of the limitations and goal orientations of the treatments evaluated. Perhaps, if the goals of the group vocational counseling program were reordered with an emphasis on exposure to diversified occupations and gaining knowledge of the world of work rather than an emphasis upon attempting to bring about changes in personal and social adjustment and/or school interest, more significant results would be obtained.

Order No. 72-26,284, 103 pages.

## AN EXPLORATORY STUDY OF THE EFFECTS OF GROUP COUNSELING UPON COMMUNITY COLLEGE STUDENTS WHO ARE LIVING AT HOME

Marion Louise Gehrke KYSER, Ph.D.
The University of Michigan, 1971

Chairmen: Richard T. Knowles and Allen Menlo

This study was designed to explore the effects of group counseling upon community college students who are living at home.

The primary foci of the study are defined by the following questions: 1. What effects does group counseling have on the attitudes and behaviors of the students participating? 2. What effects does the group leader's style have upon the relationship between the students and their parents? 3. What effects do peer members of the counseling group have upon the process of helping other peer members understand the relationships between themselves and their parents? 4. What needs of students seem to be related to good and poor communication with parents?

Two groups of self-referred students met with the same counselor once a week throughout a sixteen-week semester. Eight students were in one group and nine students were in the other.

All of the sessions were tape recorded and the information recorded on the tapes became the primary source of data for the study. Other sources of data were the Edwards Personal Preference Schedule, a "Behaviors Perceived by Self" questionnaire administered at both the beginning and the ending of the group's total experience and a follow-up questionnaire administered five months after the termination of the group to evaluate the participants' experience in the group.

Each tape recording was transcribed verbatim and the behaviors and feelings expressed by the students and the group leader were then analyzed to ascertain what changes occurred as the group progressed.

A summary of the findings generated by the data indicate that:

1. Group counseling appeared to contribute toward the change of students' attitudes toward their parents, toward the expression of anger, and toward themselves.

2. Group counseling appeared to contribute toward the change of students' behaviors. Behavioral changes observed were: a. An increased ability to make decisions both within the group and outside the group; b. A marked decrease in avoidance and silence as methods of coping with disagreements with parents; c. An increase in confrontation, discussion and compromise as methods for coping with disagreements with parents; d. An increase in the expression of feelings: (1) Hostility was the feeling most often expressed; (2) Anxiety was also frequently expressed; (3) After hostility was expressed, it was often followed by an expression of affection toward the person to whom the hostility was directed.

3. The group leader's style of active participation in the discussion and an open sharing of her own thoughts and feelings as a parent seemed to help the students increase their understanding of their own parents' feelings and concerns.

4. Peer group members seemed to help each other understand the relationships between their parents and themselves by sharing how they related to their parents.

5. The needs of students, as measured by the Edwards Personal Preference Schedule, did not give any strong indication of needs that seemed to be related to good and poor communication with parents. However, students who scored high in the need for aggressiveness had poor communications with parents and students who had good relationships with their parents scored high in willingness to change.

In addition, married female students appeared to be having problems in communication with their husbands. Also, group counseling was particularly helpful to a foreign student in his adjustment to this country.

The data seems to suggest that communication between parents and students can be improved through the process of group counseling. Also, a less aggressive behavioral approach and an attitude of a willingness to change appear to be two major components in the complex problem of enhancing communication between students and their parents.

In conclusion, data from the study indicated that group counseling in a community college can be effective in changing the attitudes and behaviors of the students participating, can be helpful in improving the communication between the students and their parents, and that the group leader and the group members can be effective in helping students understand themselves and others. Order No. 72-14,917, 137 pages.

## A COMPARISON OF CHANGE TOWARD SELF-ACTUALIZATION IN MARATHON GROUP COUNSELING AND TRADITIONAL GROUP COUNSELING

Robert Knowlton LATHEY, Ed.D.
North Texas State University, 1971

This study was conducted to assess the effectiveness of marathon group counseling and traditional group counseling in producing certain growth changes in their particular group members. The purpose of this study was to compare the relative effectiveness of these two group counseling methods and their relationship in producing changes in self-actualization, self-concept, and level of dogmatism.

The subjects involved in the study were 60 undergraduate students residing in university residence halls. The subjects were randomly chosen from composite lists of approximately 3,400 undergraduate students. From a table of random numbers, 600 students were selected to receive a notice indicating that a personal growth experience, utilizing group counseling techniques, would be offered. During the intake interview the subjects were asked to volunteer their time for the study. From two alphabetized lists of 30 male and 30 female subjects, the students were randomly assigned to one of six groups. The six groups consisted of two marathon groups, two traditional groups, one marathon control group, and one traditional control group.

Each of the two group leaders conducted one of the traditional and one of the marathon groups. Subjects in the traditional counseling groups met for one and one-half hours one day per week for a ten-week period during the fall quarter of 1970. In the marathon groups, subjects met for one continuous session covering a fifteen-hour time span. The two marathons were conducted on weekends during the fall quarter of 1970 and they convened on a Saturday morning at 9 A.M. and lasted until midnight.

Before the onset of their particular group procedure, the sixty subjects were administered a pretest consisting of three instruments: *Personal Orientation Inventory, Tennessee Self-Concept Scale,* and the "Rokeach Dogmatism Scale." The week following the two fifteen-hour marathon sessions, both marathon groups and the marathon control group were post-tested utilizing the three instruments. One week following the termination of the two ten-week traditional group counseling sessions, both traditional groups and the traditional control group were posttested. Two months after all groups had terminated, post-posttests were administered in an attempt to assess the lasting effects of the two group counseling methods.

Following the collection and tabulation of the data, the results were analyzed using Fisher's *t* test and Pearson Product-Moment Correlation. A two-way analysis of variance was used to determine group leader differences. The level of significance for rejection of the null hypotheses was at the .05 level.

The statistical data suggested that traditional group counseling was more effective in promoting positive personality changes than was the newer innovation of marathon group counseling. The results indicated that on a pre- to posttest using the *Personal Orientation Inventory,* significant changes did occur for the traditional counseling group members. Members of the traditional groups attained the most significant changes on the "Rokeach Dogmatism Scale" on a pre- to post-post measure, as compared with the other counseling groups.

It was recommended that further research be conducted using a combination of marathon and traditional group counseling for the group members. The advantages of this combined approach to group counseling perhaps stem from the differing modalities that each technique purports to offer.

Order No. 72-4090, 128 pages.

## THE EFFECTS OF TWO TYPES OF GROUP COUNSELING UPON THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF MEXICAN-AMERICAN PUPILS IN THE ELEMENTARY SCHOOL

Paul Frank LEO, Ed.D.
University of the Pacific, 1972

Chairman: Dr. Helmut H. Riemer

The purpose of this experimental study was to investigate the effects of two different group counseling techniques on the academic achievement and self-concept of elementary school Mexican-American pupils. Also included in the study were the results of a pilot study conducted with Mexican-American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in the measurement of self-concept.

One hundred and forty-four pupils from the fourth, fifth, and sixth grades of two selected elementary schools (School "A" in Stockton and School "B" in Redwood City, California) comprised the sample for the study. The study was conducted over a period of twenty weeks.

Two dependent variables were studied: (1) total academic achievement in the Comprehensive Test of Basic Skills (CTBS) and subtest scores in reading, language, and arithmetic, and (2) total self-concept measured by the Semantic Differential Technique and the Feelings Toward Nationality subtest.

The independent variables were: (1) a comparison of Bicultural Group Counseling Treatment designed to develop pupil pride in ethnic background and Traditional Group Counseling Treatment commonly practiced in many schools with emphasis on school adjustment and improvement in academic achievement, (2) treatment effects on the school attended, (3) male and female effects produced by the treatments, and (4) a comparison of the treatment effects on the foreign-born and native-born pupils. This latter comparison was only possible in School "B" because of its almost equal proportion of foreign-born and native-born students.

The data collected consisted of pretest and posttest scores in academic achievement and self-concept. The data were analyzed by various 2x3x2 factorial designs of three-way analyses of covariance for the dependent variables of academic achievement and self-concept with the independent variables of treatments, schools, and sex. Data for the dependent variables of academic achievement and self-concept with the independent variable of birthplace were analyzed by various 2x3 factorial designs utilizing two-way analyses of covariance.

The findings indicated that none of the variances for the treatments variable proved to be significant in this study. Significant interactions were found in several control variables. These were (1) females were significantly better in language than males; (2) School "B" subjects demonstrated greater improvement in self-concept than did School "A" pupils, and (3) foreign-born students achieve significantly greater improvement in (CTBS) arithmetic subtest in comparison to native-born subjects. The pilot study reported a correlation between Semantic Differential Technique and the Self-Esteem Inventory for the measurement of self-concept.

Conclusions drawn as a result of this study indicate that the results must be considered with caution because of the following weaknesses: (1) the weekly group counseling sessions with the treatment groups may not have been frequent enough to bring about change; (2) the twenty-week duration period of the treatments may not have been a long enough period of time in which accurate evaluations could be made; and (3) the treatment conducted in this study was not an integral part of the school curriculum. These weaknesses appear to be common with most bicultural studies programs found in many schools. The following implications and considerations which could strengthen bicultural programs arise as a result of the study. These are: (1) bicultural studies must be carefully developed with innovative practices and frequent sessions should be conducted during the week; (2) the programs should involve the total school curriculum of the students in order to affect self-concept and academic achievement. Non-Mexican-American peers, teachers, administrators and the community must all be involved in the program in order to maximize the possibility of affecting self-concept and achievement; and (3) school districts should recruit and maintain well qualified minority teachers and administrators with whom minority pupils can identify.

Order No. 72-25,740, 146 pages.

## A COMPARISON OF SHORT-TERM LEADERLESS GUIDANCE GROUPS AND COUNSELOR-LED GROUPS WITH HOSPITALIZED PHYSICALLY DISABLED VETERANS

Robert MANDEL, Ph.D.
University of Georgia, 1971

Supervisor: Dr. Wayne Anthony

*Statement of Purpose.* The major purposes of this research were: (1) to examine the effects of short-term group guidance procedures upon counseling-seeking, information-seeking, choosing an educational-vocational objective, and keeping scheduled V.A. appointments of hospitalized physically disabled veterans and (2) to compare the differential effects of leaderless guidance groups and counselor-led guidance groups on these criteria. Another major focus of this study was the development of audio tapes for use in small groups without a counselor present as an adjunct to the activities offered the disabled veteran in the military hospital.

*Sample.* The experimental sample was drawn from a population of disabled servicemen injured in the Vietnamese conflict and who have applied for vocational rehabilitation benefits from the Veterans Administration. All subjects were convalescing at Fort Gordon Military Hospital in Augusta, Georgia. Only servicemen who had not met with a V.A. counselor and were at least thirty per cent disabled were eligible to participate. Veterans who could sit comfortably for five one-hour group counseling sessions and who were not psychiatric patients participated in this study. The average age of subjects was twenty-two.

*Method.* Servicemen who met the criteria for selection were assigned to either a no-treatment control group, a single-session treatment, a self-directed treatment, or a counselor-led group. Treatments were conducted in cycles to avoid members telling each other about differential treatments. A movie about vocational rehabilitation was shown to the three experimental treatments. The self-directed and counselor-led groups had similar information presented and differed primarily in the presence and role of a counselor in the counselor-led condition.

*Results.* The hypotheses stated that there would be no significant differences between treatments on the experimental criteria: counseling-seeking, information-seeking, choosing an educational-vocational objective, and keeping scheduled V.A. appointments. A chi square test at the .05 level resulted in one significant difference between treatments and that was in keeping scheduled V.A. appointments. Control subjects kept counseling appointments significantly greater than treatment subjects. A between treatment chi square value indicated that self-directed subjects sought counseling more frequently than other conditions.

*Conclusions.* It was concluded that control subjects kept their scheduled appointments more frequently because they have a greater need to obtain more information than treatment subjects who received information in their groups. Subjects in the leaderless condition sought counseling more frequently because they had a need to obtain more information about personal concerns which were not covered in the tapes.

Order No. 72-2509, 131 pages.

## TRAINEE PREPARATION FOR GROUP COUNSELING: ATTITUDINAL AND GOAL-SETTING EFFECTS OF VIDEO-TAPED COUNSELING GROUPS MODELING DIFFERENT LEVELS OF GOAL SPECIFICITY

Eldon Kent MARSHALL, Ph.D.
St. Louis University, 1972

*Statement of Problem*

This was an experimental study designed to determine whether the attitudes and goal-setting behavior of prospective group counseling clients would be influenced through the utilization of social modeling preparation procedures consisting of video-taped counseling groups modeling different levels of goal specificity.

*Procedures*

Seventy-five volunteer graduate social work students from St. Louis University School of Social Service were randomly assigned to one of three groups with the treatment conditions randomly assigned to these groups. The basic experimental conditions consisted of two different video-taped, role-played counseling groups simulating the first session of a counseling group oriented to the development of the interpersonal and group leadership skills of professionals in training. Subjects assigned to the $E_1$ treatment (high goal specificity) viewed a 20 minute video-tape of a counseling group in which the members and leader were engaged in modeling and setting highly specific goals. Subjects assigned to the $E_2$ treatment condition (low goal specificity) viewed a 20 minute video-tape in which the members and leader were engaged in modeling and setting very general goals for their participation in a counseling group. Control group subjects were assigned to read a brief, two paragraph statement which described and proposed the utilization of counseling groups in the professional training of social workers.

A modified, post=t-test only control group design was implemented in this study. A pre-test obtained on one criterion instrument constituted the specific and only modification in the use of this design. Four criterion instruments were utilized in this study: 1) a Semantic Differential was constructed to assess attitudes toward and perceptions of counseling groups oriented to the development of interpersonal skills, 2) an Unstructured Goal-Setting Form was designed to assess the nature of goals which subjects projected for themselves, 3) a Group Counseling Questionnaire was used to assess subject attitudes toward select group counseling practices, and 4) an Observation Questionnaire was designed to assess attitudes toward the video-taped counseling groups along with willingness to participate in a counseling group.

*Results*

The following briefly summarizes the results: 1) Subjects in the $E_1$ treatment, $E_2$ treatment, and Control group did manifest significantly different attitudes toward the observed counseling groups as reflected in mean ratings on the Semantic Differential, the Group Counseling Questionnaire, and the Observation Questionnaire ($p.<.05$), 2) Subjects in the $E_1$ treatment, $E_2$ treatment and Control group did differ significantly in their willingness to participate in a counseling group ($p.<.05$), 3) Subjects willing to participate in a counseling group did differ significantly from undecided/unwilling subjects in attitudes as reflected in mean ratings on the Semantic Differential, the Group Counseling Questionnaire, and the Observation Questionnaire ($p.<.05$), 4) Subjects willing to participate in a counseling group did not differ significantly from undecided/unwilling subjects in the number of goals set on the Unstructured Goal-Setting Form ($p.<.05$), and 5) Subjects in the $E_1$ treatment, $E_2$ treatment, and Control group did not differ significantly in the specificity of goals set or the number of goals set on the Unstructured Goal-Setting Form ($p.<.05$).

*Conclusions*

Video-taped, role-played counseling groups modeling high levels of goal specificity and low levels of goal specificity did differentially effect prospective counseling group member attitudes toward counseling groups oriented to the development and improvement of interpersonal and group leadership skills. However, video-taped, role-played counseling groups modeling high levels of goal specificity and low levels of goal specificity did not differentially effect the goal-setting behavior of prospective members of counseling groups oriented to the development and improvement of interpersonal and group leadership skills.

Order No. 72-23,967, 289 pages.

## AN INVESTIGATION OF GROUP DESENSITIZATION WITH TEST ANXIOUS SEVENTH AND EIGHTH GRADE STUDENTS

John Kenneth MILLER, Ph.D.
Washington State University, 1971

Chairman: Dale G. Andersen

Utilizing a desensitization group, a comparison [illegible] group, and two control groups, this investigation examined the effectiveness of group-administered systematic desensitization as a procedure for alleviating test anxiety in seventh and eighth grade students. The effects of the treatment procedures were measured with respect to [illegible] reported test anxiety, self-reported general anxiety, scores on a mental ability test, observer ratings of test-taking behavior, and grade point averages. Twenty-three specific hypotheses were proposed in the investigation and after statistical analysis using the nonparametric Kruskal-Wallis One Way Analysis of Variance and the Mann-Whitney *U* Test, seven [illegible] hypotheses were accepted. The significance level was set at .05 for both one-tailed and two-tailed tests.

*Test Anxiety*

At the conclusion of the treatment period, subjects in the desensitization group showed a significantly greater decrease in self-reported test anxiety than the other three groups. Subjects in the counseling group showed a significantly greater decrease in test anxiety than controls. No significant differences were found between volunteer and non-volunteer control groups with respect to decreases in self-reported test anxiety.

*General Anxiety*

Following treatment, subjects in both the desensitization and counseling groups showed a significantly greater decrease in self-reported general anxiety than controls. No significant differences were observed between the desensitization and counseling groups.

*Mental Ability Test Scores*

No significant differences among groups were observed, with respect to changes in mental ability test raw scores, at the termination of treatment.

*Observer Ratings*

No significant differences among groups were observed, with respect to changes in observer ratings, subsequent to treatment.

*Grade Point Averages*

No significant differences among groups were observed, in terms of improved grade point averages, after termination of treatment.

*Conclusions and Recommendations*

It was concluded that systematic desensitization, administered in a group setting, is an effective short-term procedure for dealing with self-reported test anxiety in seventh and eighth grade students. Extensive training of counselors was concluded to be unnecessary for the treatment to be effective. Finally, it was concluded that the desensitization treatment for test anxiety also lowers general anxiety levels in subjects.

It was suggested that more accurate measures of test anxiety could be obtained by developing more appropriate self-report instruments, by video-taping a larger sample of subjects' test-taking behavior, and by having subjects complete the self-report of test anxiety while in a testing situation. It was also recommended that better information-gathering procedures could be effected by checking on subjects during the treatment period, by obtaining feedback from subjects by means of a questionnaire, and by following up the treatment to assess its long-term effects.

Order No. 72-7665, 125 pages.

## AN INVESTIGATION OF THE EFFECTIVENESS OF TWO APPROACHES TO GROUP WORK WITH THE EDUCABLE MENTALLY RETARDED IN A PUBLIC HIGH SCHOOL

Ruth Ann Sebastian NAUN, Ph.D.
Fordham University, 1972

Mentor: Valda Robinson

The purpose of this study was to examine the change different approaches to group work would have on groups of mentally retarded adolescents attending an inner city high school. The study investigated three groups, a group receiving group counseling with a guidance counselor, a group receiving small group work with a special education teacher, and a group receiving semi-leaderless treatment (control group).

The selected subjects were assigned to three groups of 11, 11, and 12 with a stratification of the sex variable. The groups met concurrently for 12 weekly sessions. Group leaders were all fully licensed and experienced professionals.

In order to determine change as a result of the experiment, all subjects were administered the California Personality Test, the Way I Feel About Myself test, the Self Concept Scale of the Draw-A-Person test, the Children's Self Concept Scale, the Children's Manifest Anxiety Scale, and an investigator-devised single criterion sociometric test. In addition, audio tapes of the counseled group were made in order to identify and classify the themes which occurred during the counseling sessions, and then to compare these themes with those of an earlier study with normal adolescents.

Application of statistical techniques employing a pre- and posttest design with a control group indicated: (1) no significant change for any group in personal-social adjustment as measured by the California Personality Test, Elementary level; (2) no significant change for any group in self-concept as measured by the Way I Feel About Myself test, the Children's Self Concept Scale, and the Self Concept Scale of the Draw-A-Person test; (3) no significant change in manifest anxiety for any group as measured by the Children's Manifest Anxiety Scale; (4) no significant change in number of mutual choices made by any group as measured by a sociometric test; (5) no significant change in subgroup membership for any group as measured by a sociometric test; and (6) a significant change toward a higher percentage of total choices was made by the control group alone as measured by a sociometric test.

The experimental data in this study indicated a consistent pattern of no change in the experimental groups on the factors being considered. There were no significant changes in any of the three groups on personal-social factors, self-concept, and manifest anxiety as measured by the instruments employed. There was however, one instance of significant change reported in the control group in the percentage of total choices made as measured by a sociometric test. There were no other significant changes for the control group as measured by this instrument. There were no significant changes for the teacher-led group, or the counselor-led group on the sociometric test.

Examination of the descriptive material of this study was an attempt to identify and classify topical themes in the counseled group over the 12 weeks. These themes were compared, in terms of percentage of total time spent, with a previous counseling study where a similar theme classification had been used with normal adolescents. The data indicated that special education pupils talked more about the immediate school situation and less about their families than the normal adolescents had. The percentage of total time spent by the mentally retarded in the area of society-centered topics closely paralleled that of a normal population which met for group counseling over a comparable period of time.

In the present study, apparently neither group work employed by the special education teacher, nor a group approach employed by the counselor caused significant changes in mentally retarded adolescents. Thus in this study neither the special curricular skills of the teacher nor the counseling skills of the counselor appeared to cause desirable change.

Order No. 72-20,594, 123 pages.

## THE USE OF GROUP METHODS IN FACILITATING WORK ADJUSTMENT: A FIELD STUDY

Gerald Joseph NIEWOEHNER, Ph.D.
University of Illinois at Urbana-Champaign, 1971

The purpose of this study was to present a model for a field setting study of the effects of group methods in facilitating work adjustment, using unobtrusive measures with minimal expense. The review of the literature indicated a scarcity of controlled studies of the use of group methods in the area of work adjustment.

The subjects were 40 emotionally disturbed clients who were assigned at random to six counselors upon being referred by DVR to the Rehabilitation Workshop of the Jewish Employment and Vocational Services of St. Louis. Three of the counselors used both individual and group methods. Their clients formed the experimental group. The other three counselors provided only individual interviews with the control group clients. Except for educational attainment, the two groups of clients were similar in terms of mean age, I.Q., previous number of jobs, and longest job held. The counselors all had masters' degrees in one of the helping fields.

The 20 clients in the experimental group were members of two high structured groups whose major goal was to reinforce appropriate work related behavior. Role-playing of job-appropriate behaviors was a major activity with feedback given to the role-players by the group members. The total number of sessions attended ranged from one to 12 per client. Sessions were held for one hour twice each week.

The main null hypothesis was that there would be no significant difference in the mean number of days required to come to a vocational decision between experimental and control groups. The second null hypothesis was that there would be no significant differences in the proportion of dropouts in the two groups.

The number of days required to come to a decision as well as the number of dropouts were obtained through the cooperation of the counseling supervisor and from agency records.

No statistically significant (.05) differences were found between the two groups for the mean number of days required to come to a decision, nor was there a statistically significant (.05) difference in the proportion of dropouts in the groups. Both null hypotheses were confirmed. A significant incidental finding was that for the experimental group, there was a significant positive correlation between the number of group sessions attended and the type of decision made. The five possible decisions were to be: placement, training, terminal workshop employment, to be considered unemployable or to drop out of the program.

Possible reasons for the finding of no difference between the mean number of days required to come to a decision were discussed. One factor proposed as perhaps influencing this result was the time lag between when clients in the experimental group entered the workshop program and the time they entered a group. Speculations about the number of dropouts centered about the nature of the group itself and its resulting effects on individuals with emotional problems.

Limitations of this field study were discussed and recommendations for future field studies within this agency were made. It was concluded that the findings of this study could not be used to justify expanding the use of group methods in facilitating work adjustment in clients referred to this agency.

Order No. 72-7014, 53 pages.

## THE EFFECTS OF THE GROUP PROCESS EXPERIENCE ON RIGIDITY AS A PERSONALITY VARIABLE

Chester Coleman PARKER, Ed.D.
Ball State University, 1971

Major Adviser: Vaughn E. Huff

The discrepancies between stated ideals and reality in our culture are wide. These issues evolve around political, social, religious, educational, industrial, and international concerns. Sociological thinkers and writers have contended that there is a great amount of scientific know-how in dealing with these cultural discrepancies but very little personal concern leading to the use of that know-how.

One way of understanding this condition is to view available evidence from a perspective of closed opinion and belief systems. Such systems stem from our own fears—fears which will not permit others to be different which in turn can be acted out in rigid behavior. Thus, ridigity tends to create polarizations which in turn are related to conflict—interpersonal and intrapersonal. To effectively cope with the conflict and its concomitant rigidity, there is a need to investigate the usefulness of processes designed to modify the rigid personality in the direction of increased flexibility.

This study introduced the group process experience as a means of contending with the cultural and personal polarities which have seemingly been brought about through a rigid authoritarian attitude or a closed belief system.

A review of the literature pertaining to rigidity as a personality variable, group process as a means of personal and interpersonal growth, and counseling outcome was presented.

The central hypothesis tested was: What is the effect of the group process experience on the reduction of rigidity?

Subjects were Ball State University undergraduate students who volunteered for a group process experience. The control subjects did not have a group process experience during the eight weeks of the study while the experimental subjects were assigned to nine groups led by doctoral level students in training in group process in the Department of Counseling Psychology and Guidance Services, Ball State University.

The outcome of the study was defined in specific hypotheses involving rigidity, conservatism, and authoritarianism. A pretest and posttest was administered to all subjects utilizing the Breskin Rigidity Test (BRT), A New Measure of Conservatism Scale, the Opinion Survey (F-Scale), and a semantic differential (SD). A second semantic differential was also administered (pre- and post-) to "significant others" asking how they perceived a particular subject. An analysis of covariance procedure was used to determine the effects of the group process experience on reduction of rigidity in the experimental subjects.

The results of the study demonstrated that experimental subjects significantly ($p=.05$) reduced their degree of rigidity when compared to control subjects as measured by the BRT, A New Measure of Conservatism Scale, and the F-Scale. A strong trend toward significance was in evidence in the semantic differential (self) analysis. No substantial trend toward significance was evidenced by the analysis of the semantic differential (other) data.

Discussion of the findings and recommendations for further study pertaining to the effects of the group process experience were made.

Order No. 72-7511, 145 pages.

## A STUDY OF THE PROCESSES AND OUTCOMES OF A GROUP ACHIEVEMENT COUNSELING PROGRAM FOR "UNDERACHIEVING" STUDENTS

Joseph J. Roy, Ed.D.
Columbia University, 1971

Sponsor: Professor William P. Anderson

The purpose of this study was to review the efforts made by one school to respond to a state-mandate, which required local school districts to identify the causes of underachievement and to take appropriate remedial action. Specifically, this project studied the processes employed by the various groups and evaluated certain outcomes of the Massapequa High School Group Achievement Counseling Program for underachieving students.

While examining the processes employed by the groups, the study focused on the following:

1. Type of leadership, directive or non-directive.
2. Content of group sessions.
3. Group methods.
4. Materials employed by the various groups.
5. Level of participation during group sessions.
6. Level of leader satisfaction.

A checklist summary of group meetings, which was completed by the group leaders at the conclusion of their group meetings, was utilized to elicit information on content, methods, level of participation, and level of leader satisfaction. Separate questionnaires were administered to leaders and group members to determine the type of leadership employed in each group. Minutes of weekly group leaders' meetings were taken by the writer and these served as a source of additional information.

In evaluating certain outcomes of the Massapequa group counseling program, evaluation questionnaires were administered to both group leaders and members. A questionnaire was completed by teachers who were not group leaders, but who did have group members as students in regular classes. A survey was taken of the attendance, academic, and behavioral records of the group counselees at the end of one semester of group counseling. A comparison was made of the progress, in terms of the number of failures, of the students in group counseling with that of a similar group of underachievers, who did not receive group counseling. A comparison was also made between the two counseling groups which had the most directive type of leadership, and the two groups which had the most non-directive type of leadership, in terms of positive change.

The most frequently discussed topic in group meetings was teachers. When teachers were discussed, it was often in a negative fashion. The underachievers participating also expressed negative feelings toward their school. Students were reluctant to discuss topics that might seem directly related to failure, such as study skills.

The dominant method employed by the groups was discussion. Throughout the semester of counseling, group leaders were concerned with the quality of the discussions held in their groups. The level of participation remained high throughout the program.

Leaders generally perceived their leadership as more non-directive than did the members of their groups. Guidance counselors were more likely to assume non-directive leadership roles than were classroom teachers.

In general, the hard date—records of the number of failing subjects—did not indicate that the group counseling program was successful in reducing failure. However, many of the results of the group members', leaders', and classroom teachers' questionnaires indicate a positive reaction to the counseling program.

One of the obvious keys to a successful counseling program is the quality of leadership. This appears to be largely determined by three factors: training, experience, and leader personality.

It appears that not every teacher or guidance counselor, even with adequate training, will be a successful group leader. The effective group leader's personal characteristics are exceptionally important and should include such things as energy, a respect for youth, self confidence, enjoyment in working with young people, sensitivity to the feelings of others, and honesty.

Order No. 72-4182, 216 pages.

## A COMPARATIVE ANALYSIS OF EXTENDED GROUP COUNSELING WITH PSYCHIATRY RESIDENTS USING T. F. HILL INTERACTION MATRIX AND THE BONNEY SCALE

Charles Jimmy SISSON, SR., Ed.D.
University of Georgia, 1971

Supervisor: Wayne W. Antenen

The purpose of this study was to compare the descriptions of group process obtained from the Hill Interaction Matrix and the Bonney Scale. These instruments were applied to audio recorded segments of interaction selected from an extended counseling group.

The rationale for the study was drawn from the recent increase in the use of groups in counseling and psychotherapy and the lack of group process studies in the literature. Also, many group practitioners and group theorists see a need for measuring the results of group counseling and psychotherapy. While this investigation was not a process study, it was designed to provide information about two instruments for use in process analysis.

The extended counseling group from which the interaction segments were selected was comprised of ten Residents in Psychiatry. The group met weekly, except during holidays, for ninety minutes. Audio recordings were made of all thirty-two sessions of the group.

A systematic procedure for sampling the data yielded twenty-four ten minute segments of interaction. These segments were audio recorded and randomly assigned to a master tape. The master tape was submitted to three judges for independent ratings on the Hill Interaction Matrix and the Bonney Scale.

A chi square test for independence was computed on the data obtained from the two scales. The results of the analysis indicate that the two instruments are not independent. In addition a Pearson product-moment correlation coefficient was calculated to determine if a linear relationship exists between the ratings obtained from the two instruments. The obtained coefficient indicates that a linear relationship does exist between the two ratings. As a result of the analyses of the data the null hypothesis of independence was not accepted.

Order No. 72-2546, 113 pages.

## AN ANALYSIS OF THE RELATIONSHIP OF COUNSELOR CHARACTERISTICS AND BEHAVIOR EXHIBITED IN GROUP EXPERIENCE WITH COUNSELOR EFFECTIVENESS IN A SELECTED GROUP OF COUNSELOR TRAINEES

Nanette Patchell SMITH, Ed.D.
The University of New Mexico, 1971

The purpose of this study was to examine individual behavior in a group setting and personality characteristics as they relate to counselor effectiveness.

A review of literature concerning personality characteristics as discriminators of effective and ineffective counselors was inconsistent and inconclusive. Literature related to the characteristics of interpersonal functioning indicated a more positive relationship with counselor effectiveness. The literature reviewed in connection with group experience as it effects individual behavior and personality characteristics suggested that interpersonal functioning is a promising area of inquiry in the development, maintenance, and analysis of group experience as it affects the individual. There was also some indication as to how different types of individuals effect a group.

Twenty-five counselor trainees enrolled in a counseling practicum, which included participation in a small group experience, were the subjects for this study. The AVL and EPPS were administered to these subjects as a measure of personality characteristics. Subjects were divided into three small groups which met once a week for eighteen weeks. Evaluation of individual behavior in the small group experience was obtained by peer ratings in each group on the IBGES. These same subjects were rated on the IIS and GR for counselor effectiveness. The data was correlated to determine relationships between all of the variables.

Results indicated a strong relationship between the IBGES variables and the IIS and GR variables. Correlations of the AVL and EPPS with IIS and GR were negligible.

A factor analysis of the IBGES supports the use of this instrument in further studies. The individual factors have been clearly labeled in terms of the dimensions suggested by previous literature.

The results were discussed in terms of using these instruments as possible discriminators in identifying effective counselors.

Order No. 72-3998, 143 pages.

## A COMPARISON OF EXPERIMENTAL GROUP GUIDANCE AND INDIVIDUAL COUNSELING METHODS TO FACILITATE COLLEGE STUDENTS' VOCATIONAL DEVELOPMENT

Robert Douglas SMITH, Ph.D.
Southern Illinois University, 1971

Major Professor: John R. Evans

*Problem*

The purpose of this study was to investigate the relative effects of three treatment procedures on college students' vocational development.

Specifically, the investigation was designed to answer two basic questions.

1. Are the Experimental Guidance, Individual Counseling, and Control Treatments equally effective in facilitating male and female college students' vocational development, as measured by Harren's (1964) Vocational Decision Checklist?

2. Are the Experimental Guidance and Individual Counseling Treatments equally effective in terms of students' ratings, as measured by a Counseling Assessment Form?

*Procedures*

The Experimental Guidance Treatment consisted of providing students with a five week vocational guidance program. With the exception of the final week of the program, each week consisted of three student activities: (a) an independent assignment, (b) a large group meeting, and (c) a small group counseling session. During the final week no large group meeting occurred. The Individual Coünseling Treatment consisted of students receiving one-to-one vocational-educatonal counseling. Four vocational-educational college counselors provided counseling for the students assigned to this treatment. The four counselors who provided one-to-one counseling also served as leaders for the Experimental Guidance Treatment's small group counseling sessions. Students participating in a Control Treatment received no formal vocational-educational counseling.

The sample selected for participation in this investigation consisted of freshmen and sophomore students from Southern Illinois University. These students were obtained from two sources. Source number one consisted of students who reported to the vocational-educational counseling extension of the University's Counseling and Testing Center on a walk-in basis. Source number two consisted of students who volunteered specifically to participate in the Experimental Guidance Program.

Two criteria measures were used to evaluate the effects of the treatment procedures. Harren's (1964) Vocational Decision Checklist was used as a measure of the student's stage of vocational development. The Checklist, reflecting Tiedeman and O'Hara's (1963) theory of vocational development, places students into one of four stages of vocational development. Pre-scores were subtracted from post-scores to obtain a change score for students assigned to each of the treatment groups. A Counseling Assessment Form was used to obtain a comparative post-treatment student assessment of the Experimental Guidance and Individual Counseling Treatments.

*Results*

Multiple linear regression techniques were used to answer twenty-one research questions related to the two basic questions. An alpha level of .01 was selected as the level of significance to be used in the analysis.

1. The mean change score obtained by members of the Experimental Guidance Group was greater than that obtained by members of the Individual Counseling Group.

2. The mean change scores obtained by members of the Experimental Guidance Group and the Individual Counseling Group were greater than that obtained by members of the Control Group.

3. No differences were found to exist between males and females with regard to mean change scores on the Vocational Decision Checklist.

4. No differences were found to exist among individual counselors with regard to their counselees' mean change scores on the Vocational Decision Checklist.

5. No differences were found to exist among counselees' ratings of individual counselors on the Counseling Assessment Form.

6. No differences were found to exist between counselees' ratings of the Experimental Guidance Group and the Individual Counseling Group on the Counseling Assessment Form.

7. No differences were found to exist between male and female counselees' ratings on the Counseling Assessment Form.

Order No. 72-10,301, 142 pages.

## EVALUATION OF A MARATHON ENCOUNTER GROUP BY INSTRUMENTED CASE STUDIES AND REPEATED MEASURES

Jean Campbell STEINHAUER, Ph.D.
The Florida State University, 1971

Major Professor: Harold Cottingham

A marathon encounter group was evaluated by studying each of its participants separately. We called this procedure the instrumented case study to indicate that it is an idiographic study of the single case which utilizes a replicable procedure and which is therefore quasi-experimental.

The rationale was derived from Polanyi's philosophy of science. The form of the study corresponds to Polanyi's *tacit knowing*. The interviews and other data are the *subsidiary particulars*. In an act of integration the researcher as *knower* brings the subsidiary particulars to bear on the *focal target*. The evaluation of the marathon encounter group. In so doing the researcher must make decisions about interpretations, what Polanyi calls *judgments of coherence*.

The intent was to gain a meaningful acquaintance with the participant over the period of time relevant to the study. Dependent variables were interviews, written materials and repeated measures.

The study took place in three phases. First, before the encounter group, was a wide ranging acquaintance with the participant. At the end of this first interview, themes were delineated. A personal theme was defined as a topic, issue or motif which reappears in self-reports and which is judged to be a significant dimension of character or area of concern for the participant.

In the interview which occurred directly after the group terminated the participant was asked to pinpoint significant experiences and to reflect on his experience of them.

The third interview occurred four to six weeks later. Using Merton's (1952) technique of "retrospection" the participant was asked to reflect back on the meaning of these same experiences, as well as the general meaning of the encounter experience at this time.

Repeated measures were administered in the same pre - post - final testing sequence as the interviews, and a biographical and open-ended questionnaire were completed by participants.

Results were reported by describing each participant separately. First, themes were presented. From there, the descriptions corresponded to the form of the study, drawing on different sources of information, and ending with a summary of conclusions.

Results were very individual and generally were consistent, whether negatively or positively, with the original formulation of themes. In addition, the way in which the encounter group was assimilated into persons' lives varied widely.

After listing outcomes for the ten participants, these outcomes were divided into five classes: Behavioral, the encounter group as a mediator of values, the encounter group as an arena for experimentation, the experience of the group itself, the encounter group as an arena for individual reflection (indwellings).

While the standardized tests substantiated changes in individual instances, there was not significant mean change on either the Self-Description scale or the FIRO-B, supporting our premise that individuals change selectively and that relying on group change on certain variables is an insensitive way of evaluating an encounter group.

With respect to the question of appropriate criteria for individuals, the writer concluded that establishing strict criteria for participants in advance would impose a pre-arranged agenda which would be inhibiting of the development of the group as a creative force. Rather, criteria for evaluation of an informally composed encounter group are *monstrict* and rest on judgments of coherence.

It was concluded that the instrumented case study is an effective method of evaluating the effects of encounter groups on the lives of participants. It yields basic information having substantial validity. The procedure was recommended as a method to be implemented by institutions which are involving large numbers of persons in encounter groups.

Finally, the author concluded that the indirect evaluative procedure derived from Polanyi's philosophy of science yielded valid conclusions about the encounter group and about its effect on participants.

Order No. 72-23,015, 263 pages.

## THE RELATIVE EFFECTIVENESS OF INDIVIDUAL AND GROUP DESENSITIZATION IN REDUCING STUDENT NURSES' ANXIETY

Rolf Van Cott TOBIASON, Ed.D.
Arizona State University, 1971

Chairman: G. Blackham

The purpose of this study was to compare effects of individual and group systematic desensitization in reducing student nurses' anxiety regarding their anticipated experiences in a psychiatric affiliation at the Arizona State Hospital.

The sample used in this study consisted of 32 subjects randomly drawn from a population of 68 student nurses enrolled at Phoenix College. The two experimental groups consisted of 16 subjects each, all of which were female. Experimental group E-1 experienced six one-hour individual treatment sessions. The first two sessions consisted of individual deep muscle relaxation training. Following the relaxation training, each subject underwent four individual desensitization sessions. Each subject completed a group approved hierarchy during the four scheduled individual desensitization sessions. Experimental group E-2 completed two sessions of group relaxation training. Following the two group sessions of relaxation, experimental group E-2 underwent four group sessions of desensitization. The pacing of the hierarchy items presented was determined by the "slowest" member of the group. Both group E-1 and E-2 used an identical hierarchy. Every item on the hierarchy was completed by group E-2 during the four desensitization sessions. Prior to the treatment, all the subjects had been individually shown a stress film involving situations simulating the student nurses' psychiatric affiliation. During the showing of the film, heart rate readings were taken. Immediately after viewing the film, the State and Trait Anxiety Inventory (STAI), Form X-1 was administered. Following the completion of the desensitization treatment, the stress film was again shown individually to all the subjects. Heart rate readings were recorded during the showing of the film. The STAI, Form X-1 was administered to each subject immediately following the viewing of the stress film.

A delayed post-treatment measure of state anxiety was taken approximately eight weeks later on the morning of the first day of the mental health practicum. Each subject was administered the STAI, Form X-1 on the Arizona State Hospital. During the first two weeks in the mental hospital, the nurse supervisor rated the external observable behavior of the subjects using a modified version of the Nursing Performance Description Form (NPDF).

The analysis of variance technique was used to compare differences between the two experimental groups on the pre-test to post-test and pre-test to delayed post-test results of the STAI. The subjects' clinical performance was compared using the analysis of variance technique to test for differences between the two experimental groups. Differences in heart rate readings from pre-treatment to post-treatment were analyzed using the nonparametric Mann-Whitney *U* statistic. The null hypothesis was considered rejected for all of the foregoing statistical analysis when the 0.10 level of significance was reached. A significant difference was found between the two experimental groups on self-reported anxiety as measured by the STAI for both the simulated and actual psychiatric affiliation. The self-report data revealed that from both pre-test to post-test and from pre-test to delayed post-test, the subjects treated with group desensitization reported a significant decrease in anxiety at levels that ranged from 0.05 to 0.01.

The physiological measure taken indicated a trend which did not reach statistical significance in favor of group desensitization over individual desensitization.

The rating of the student nurses' external observable behavior in the mental hospital failed to give evidence of significant differences between the two experimental groups.

Order No. 72-3011, 109 pages.

## A COMPARISON OF TWO METHODS OF SELECTING APPLICANTS FOR A GROUP EXPERIENCE

Arthur Dewitt WALKER, JR., Ph.D.
University of Illinois at Urbana-Champaign, 1971

The objective of this study was to compare two methods of assessing the readiness of applicants for a group experience. One method was the rating of client readiness on a scale developed by this investigator entitled the Group Counseling Readiness Scale. The other assessment procedure was the clinical judgment of doctoral level counselors in training.

The rationale employed in the study was that those persons who were rated or judged to be "more ready" would demonstrate higher process levels during the course of the group experience.

Sixty-five undergraduates at the University of Illinois were randomly assigned to either a Group or Individual Intake Condition. In the intake conditions applicants were given the opportunity to respond to questions from the Group Counseling Readiness Scale.

Raters trained in the use of the GCRS rated all responses. Interviewing counselors were asked to group applicants into the following categories: (1) clearly not ready, (2) undecided, (3) more ready, and (4) clearly ready. Each applicant's GCRS score constituted his scale score and his clinical category constituted his Clinical Judgment Score.

Subjects were assigned to "counseling" groups on the basis of their intake scores. A median split of subjects' clinical and GCRS scores were used to randomly assign subjects to counseling groups.

Of the sixty-five persons originally interviewed in the intake interviews, forty-four persons attended one or more group sessions. Actual in-group time ranged from a minimum of six hours to a maximum of twenty. Each session was audio-recorded and raters trained in the use of the Experiencing Scale (Rogers, Gendlin, Truax, 1967) rated each complete session.

Each group member was asked to complete the Ewing Personal Rating Form (Ewing, 1954) at the end of the first session and again upon either his termination of the experience or upon the termination of the group. Test and re-test change scores were computed from the self-ratings. Not all subjects completed both tests, however.

Three major hypotheses were tested in this study. The first was that the Process Levels of subjects having scores above the median on the GCRS would not be significantly different from the process levels of subjects judged (by a counselor) to be more ready to engage in a group experience. This hypothesis was tested for both Peak and Average Process Levels as well as for both Individual and Group Intake conditions combined and separate. It was accepted in all cases.

The second hypothesis tested in this study was that there would be no significant difference in the Ewing Change Scores of persons having scores above the median on the GCRS as compared to the change scores of persons judged (by a counselor) to be more ready for a group experience. This hypothesis was tested in relation to the (1) Ewing Total Change factor, (2) Ewing Change factor, (3) Ewing Outgoing factor, (4) Ewing Dissatisfied factor. The hypothesis was rejected for the Ewing factor "Outgoing." It was concluded that the GCRS demonstrated a significant ($p < .05$) relationship with the Ewing factor "Outgoing." Group members' scores reflected less of an outgoing personality quality at the conclusion of the experience. This finding was consistent in both the combined and Group Intake conditions. The hypothesis was accepted for the other three Ewing factors.

The third hypothesis tested in this study was that higher scoring individuals on the GCRS would make greater Process Movement than persons counselors had rated more ready to take part in a group experience. This research hypothesis was tested for significance for both Peak and Average Process Movement and it was accepted in both cases.

Order No. 72-12,421, 126 pages.

## EFFECTS OF SHORT-TERM GROUP COUNSELING ON CHANGES IN ATTITUDES OF FLEXIBILITY, TOLERANCE, AND NONAUTHORITARIANISM

Betty Ann WALKER, Ph.D.
University of Southern California, 1971

Chairman: Professor Carnes

The purpose of this study was to determine what effect short-term group counseling has in promoting changes among counselor trainees on specific attitudes identified as flexibility, tolerance and nonauthoritarianism. A secondary purpose was to determine the relationship between observer ratings and self-reported ratings of these same specific attitudes.

Students in this study were selected on the criterion of no previous group experience nor intention of having any group experience during the experimental period. One hundred students enrolled in counselor education courses either at the University of Southern California or at California State College at Los Angeles, were selected: 52 students comprised the total experimental group and 48 students the total control group. All students were pre- and posttested with the Omnibus Personality Inventory and the Rokeach Dogmatism Scale. In addition, the experimental group members and group supervisors at both schools completed a rating scale which contained operational definitions of flexibility, tolerance, diversity, ambiguity, and nonauthoritarianism.

Two treatment groups at the University of Southern California and California State College at Los Angeles were studied separately and in combination to assess the degree and direction of change occurring on the attitudinal variables under investigation after participation in 30 hours of group counseling with trained supervisors. The statistical treatment of pre- and posttest data was analysis of variance and analysis of covariance utilizing the IBM 360 computer. The Kruskal-Wallis Analysis of Variance by Rank was used for the treatment of the supervisor variable and Pearson moment correlation coefficients were obtained for peer and supervisor ratings and between the Omnibus Personality Inventory Scales and the Rokeach Dogmatism Scale.

*Findings.* (1) Short-term group counseling with trained supervisors did effect change on the attitudinal variables of flexibility, tolerance and nonauthoritarianism. (2) The changes in attitude reported on the assessment instruments were in the direction of less dogmatism and toward more "open belief systems" and indicated a movement toward more flexibility, more tolerance and less authoritarian orientations. (3) No evidence was found to indicate that reported changes could be attributed to the supervisors' effect. The total interactional process appeared to effect the reported attitudinal and behavioral changes. (4) Many significant correlations were found between observer ratings and self-reported scores on the specific attitudinal variables studied. (5) Seven scales of the Omnibus Personality Inventory were significantly related to the Rokeach Dogmatism Scale.

*Conclusions.* (1) Short-term group counseling appears to be an effective means of promoting change among counselor candidates on their attitudes of flexibility, tolerance, and nonauthoritarianism. (2) Changes in attitude are observable as changes in behavior. (3) Peer and supervisor ratings are an effective check on reported subjective assessment. (4) Four specific scales of the Omnibus Personality Inventory can be used to assess the dimensions of flexibility, tolerance and nonauthoritarianism.

*Recommendations.* (1) Continue and expand provisions for participation in group experiences in counselor education programs. (2) Consider the use of the Omnibus Personality Inventory and the Rokeach Dogmatism Scale in the counselor trainee selection and evaluation process. (3) Continue the practice of using observer ratings to assess counselor behavior and attitude and behavior. (4) Utilize observers outside the group experience for further validation of the attitudinal and behavioral changes.

Order No. 72-3804, 178 pages.

## THE EFFECTS OF TWO TYPES OF GROUP COUNSELING PROCEDURES WITH JUNIOR COLLEGE STUDENTS

William George WEST, JR., Ph.D.
North Texas State University, 1971

The problem with which this investigation was concerned was to measure personal adjustment, emotional adjustment, home adjustment, and self-concept changes that took place in junior college students as a result of one-counselor group counseling and male-and-female co-counselor group counseling. The rationale for male-and-female co-counselor group counseling relied on the formation of a simulated family in which individuals could socialize their feelings.

The subjects were seventy-five volunteer junior college students enrolled in two introductory psychology classes. All volunteers were administered the *Adjective Check List*, the *Bell Adjustment Inventory*, and the *Tennessee Self-Concept Scale*.

Subjects were randomly assigned to three groups: (1) experimental group A, which consisted of twenty-five subjects subdivided into two counseling groups of twelve subjects and thirteen subjects counseled by the same male and female co-counselors, (2) experimental group B, which consisted of twenty-five subjects subdivided into a counseling group of thirteen subjects counseled by a female counselor and a group of twelve subjects counseled by a male counselor, and (3) a control group of twenty-five subjects who were involved in typical classroom activities such as listening to lectures and viewing films.

Fourteen counseling sessions lasting approximately one hour per week were arranged with each group. Four group facilitators, having at least a master's degree in counseling and experience in group counseling, were selected as the counselors for this study. The measuring instruments were administered to the subjects at three different times: pre-treatment, mid-treatment, and post-treatment.

Significant differences were found between the one-counselor group and the co-counselor group and between the control group and the co-counselor group in personal adjustment. However, the one-counselor group and the control group changed in a positive direction, whereas the co-counselor group changed in a negative direction. No significant differences were found among the three groups in home adjustment or self-concept. Significant differences were found among all three groups in emotional adjustment at the end of seven weeks. The significance of change, however, was not in the hypothesized direction. Significant differences were found between the co-counselor group and the control group in emotional adjustment at the end of fourteen weeks.

The findings indicated that short-term (seven weeks) one-counselor group counseling was more effective than was either short- or long-term male-and-female co-counselor group counseling or long-term one-counselor group counseling.

Although no statistically significant changes were found on some of the criterion measures of behavioral change, subjective counselor observations indicated students in male-and-female co-counselor group counseling had more positive changes when compared to the one-counselor group. The various subjective responses included positive changes in self-concept and students' becoming more friendly and accepting toward other group members. This discrepancy between subjective reports of counselors and the actual test data suggest that more refined instruments are needed to tap the sensitive changes that occur in group counseling participants.

Order No. 72-4113, 138 pages.

## THE EFFECT OF GROUP COUNSELING UPON SELECTED PERSONALITY AND BEHAVIORAL VARIABLES IN DELINQUENT ADOLESCENTS

Mary Janet WILLIAMS, Ed.D.
North Texas State University, 1971

This study was conducted to investigate the effects of group counseling upon personality and behavior changes in delinquent girls confined in a state training school in Texas. The criteria used to determine change included the *California Test of Personality*, Intermediate Form, sociometric status (work and play criteria), emotional expansiveness (work and play criteria), number of discipline reports, and academic grades.

The girls selected for this study were randomly selected by living units. The study involved 107 girls assigned to three groups: experimental, placebo, and control. The experimental group received group counseling for one hour each week for ten sessions. The placebo group watched films one hour a week for ten sessions. The control group received no treatment. Pre- and post-tests were given to all subjects.

A simple analysis of variance was used to test the significant difference between the means on all established criteria. The .05 level of confidence was required to accept the hypotheses.

Statistical results showed that group counseling in this experiment was not any more effective than film viewing or no treatment in effecting change in delinquent adolescent girls. All hypotheses were rejected.

Recommendations based on the findings of this study were:

1. More sensitive and appropriate measures should be used to determine personality and behavior change.
2. Group counseling should be conducted more than once a week.
3. State training schools in Texas should be encouraged to re-evaluate their programs in terms of including group counseling as a possible tool toward rehabilitation.

Order No. 72-4115, 94 pages.

## THE EFFECTS OF GROUP INTERACTION ON SOCIOMETRIC STATUS, SELF-CONCEPT, AND GROUP PERCEPTIONS OF NURSING PERSONNEL

Barbara Charlene Chesney WOODARD, Ed.D.
North Texas State University, 1971

The problem of this study was to determine whether group interaction can bring about change in sociometric status, self-concept, and perceived group characteristics with respect to nursing personnel.

This study had four purposes:

1. To determine whether sociometrically chosen nursing personnel could function effectively as group leaders.
2. To determine whether there was a relationship between sociometric status and self-concept.
3. To determine whether group interaction would affect the sociometric status and self-concept.
4. To determine whether group interaction would produce changes in certain perceived group characteristics.

This study involved four experimental groups and one control group from a large metropolitan hospital. The experimental groups were intact groups selected randomly from thirty-four intact groups. These four experimental groups were studied separately and also were combined to form a total experimental group. Four intact groups were randomly chosen to comprise the control group. There were forty-six subjects in the four experimental groups and forty-seven subjects in the control group.

Each experimental group met once each week for a period of twelve weeks for the purpose of conducting ward conferences (group interaction) in order to discuss how to improve patient care and to deal with any special hospital-related problems.

A sociometric questionnaire, the *Tennessee Self-Concept Scale*, and the *Group Dimensions Description* questionnaire were administered to all of the subjects one week preceding the first group interaction session and readministered one week following the last group session.

A Pearson product-moment correlation was obtained, for both pretest and post-test data, between sociometric status indices and self-concept scores. The analysis of covariance technique was used to compare the experimental groups with the control group to determine whether group interaction significantly changed the sociometric status, self-concept, and perceived group characteristics of the subjects in the study. The .05 level of significance was chosen as the level at which the research hypotheses would either be rejected or retained.

The pretest and post-test correlation coefficients were not sufficient to indicate a significant relationship between sociometric status and self-concept.

In the analyses of covariance, significant F-ratios indicating that in some instances group interaction increased sociometric status among group members were revealed for two of the experimental groups and the total experimental group.

The computed F-ratios were not sufficient to support the hypothesis that group interaction would significantly improve the self-concept of group members.

Significant F-ratios were found for some of the experimental groups which indicated that group interaction can significantly increase the perceived group characteristics of Intimacy, Permeability, Stability, and Viscidity among group members.

The computer F-ratios were not large enough to indicate that group interaction would significantly increase the perceived group characteristics of Autonomy, Hedonic Tone, Homogeneity, Participation, Polarization, and Potency among group members.

The F-ratios were not sufficient to support the hypothesis that group interaction would significantly decrease the perceived group characteristics of Control and Stratification. One significant F-ratio was found for one experimental group, thus indicating that group interaction could significantly decrease the perceived group characteristic of Flexibility among group members.

It was concluded that group interaction with sociometrically chosen group leaders can bring about changes in sociometric status and some perceived group characteristics, but this technique does not appear to change the self-concept of group members.

Order No. 72-4116, 134 pages.

## A COMPARISON OF THE EFFECTS OF ENCOUNTER GROUPS AND SOCIODRAMA ON THE ATTITUDES OF VARIOUS ETHNIC GROUPS IN A JUNIOR HIGH SCHOOL

Larry Houghton YOUNG, Ph.D.
Washington State University, 1972

Chairman: LeRoy C. Olsen

The purpose of this study was to compare the effectiveness of small encounter groups and sociodrama as two group counseling techniques for producing attitudinal changes in Blacks and Whites toward each other and toward themselves.

Six hypotheses were tested:

1. There will be no differences in attitudes toward another ethnic group between those students who have participated in small encounter groups and those who have participated in sociodrama.
2. There will be no differences in attitudes toward oneself between those students who have participated in small encounter groups and those who have participated in sociodrama.
3. There will be no differences in attitudes toward Whites between Black students who have participated in small encounter groups and Black students who have participated in sociodrama.
4. There will be no differences in attitudes toward oneself between Black students who have participated in small encounter groups and Black students who have participated in sociodrama.
5. There will be no differences in attitudes toward Blacks between White students who have participated in small encounter groups and White students who have participated in sociodrama.
6. There will be no differences in attitudes toward oneself between White students who have participated in small encounter groups and White students who have participated in sociodrama.

The subjects were randomly selected from the Black and White populations of two junior high schools in Tacoma, Washington. Subjects at one school were assigned randomly to either encounter, sociodrama, or comparison groups. Subjects at the second school were used as an outside comparison group. The subgroups were randomly assigned to the first semester study, or the second semester replication.

There were three Blacks and three Whites in each encounter and sociodrama group. Each group met once a week for 15 weeks. The only contact with the comparison groups was during the administration of the criterion measures at the beginning of the year, and at the end of the semester.

The criterion measures used were the Student Interaction Scale (SIS) which was designed for the study to measure prejudicial feelings, and the Tennessee Self Concept Scale (TSCS). The constructs used in the item development for the SIS were Maslow's Hierarchy of Needs, contact settings, and a value formation hierarchy.

Analysis of variance was employed with the post-test data, and the *t* test was used in cases where significant differences were indicated. Comparisons were made using the *t* test with pre- and post-test scores to determine if any changes had occurred within the four treatments over the experimental period. All six of the null hypotheses were accepted at the .05 level of significance.

Although neither experimental treatment proved to be more effective than the other, several additional points were noted:

1. Significant differences were found between both experimental treatments and the outside comparison group for the first semester.
2. Data from within group comparisons also indicated significant increases in prejudice for the comparison groups.
3. The retention of students within the experimental treatments and the attendance at the group meetings was excellent throughout the study.

This led to the speculation that the experimental treatments offered a setting which met the needs of these students for discussing their interests and concerns during a time of racial unrest and conflict. Further, it was believed that both experimental treatments were effective in maintaining stability within the groups during a time when other factors were producing negative changes in the comparison groups.

Order No. 72-18,500, 166 pages.

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LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond LIPCO.s control and without negligence on the part of LIPCO; or (c) is due to erroneous or incomplete information furnished by Customer.

**5. LIABILITY**

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

**6. WARRANTY**

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

**7. QUALITY**

LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

**8. CHANGES**

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

**9. DEFAULT AND WAIVER**

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

**10. GOVERNING LAW**

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.